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# A Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools in New Jersey and New York

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A Descriptive Study of School Climate and School Culture in Selected Public Secondary

Schools in New Jersey and New York

by

James A. Horton Jr.

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Submitted in partial fulfillment of the  
requirement of the degree of  
Doctor of Education

Seton Hall University

May, 2018

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**SETON HALL UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**OFFICE OF GRADUATE STUDIES**

**APPROVAL FOR SUCCESSFUL DEFENSE**

**James A Horton Jr.**, has successfully defended and made the required modifications to the text of the doctoral dissertation for the **Ed.D.** during this **Spring Semester 2018**.

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## **Abstract**

### **A Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools in New Jersey and New York**

The purpose of this study was to describe the school climate and school culture in selected public secondary Priority Schools, Focus Schools, and Reward Schools in New Jersey and New York. This study used the United States Department of Education's Elementary and Secondary Education Act (ESEA) Flexibility Waiver definition to identify Priority Schools, Focus Schools, and Reward Schools. The grades ranged from ninth to twelfth grade. The lists of schools were identified from the 2016 New Jersey Department of Education and the New York State Education Department lists of Priority Schools, Focus Schools, and Reward Schools (NJDOE, 2016; NYSED, 2016). The Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS) and the School Culture Survey (SCS) were the instruments used to gather data on school climate and school culture. A total of 627 teachers participated in the study. Due to the low number of teachers participating in the study, the information gleaned from this study may not be as accurate as a study with substantially more teachers participating. The findings in this study suggested that Reward Schools had an open school climate and a collaborative school culture. Teachers from Reward Schools had mean scores above the normative mean of 500 in Supportive Principal Behavior, Engaged Teacher Behavior, and Intimate Teacher Behavior. The ANOVA post hoc test Tukey HSD revealed that Reward Schools had two climate dimensions, Supportive Principal Behavior and Engaged Teacher Behavior, which were statistically different than the mean scores from Priority and Focus Schools at the .001 significance level. Reward Schools had mean scores in four culture dimensions, Collaborative Leadership, Teacher Collaboration, Professional Development, and Learning Partnership, above the normative mean of 500. The ANOVA post hoc test Tukey HSD

revealed there were two school culture dimensions, Collective Leadership and Learning Partnership, which were statistically different between Reward Schools and Focus Schools at the .05 significance level. Priority and Focus Schools had engaged school climates. Teachers from Priority and Focus Schools had mean scores above the normative mean in Directive Principal Behavior and Intimate Teacher Behavior. The ANOVA post hoc test Tukey HSD revealed that there was one school climate dimension, Frustrated Teacher Behavior, which was statistically different between Priority Schools and Focus Schools at the .05 significance level. Priority Schools and Focus Schools had mean scores above the normative mean score of 500 in Teacher Collaboration and Collegial Support. Teachers from both schools had a mean score that was slightly below the normative mean in Collaborative Leadership. Both Priority Schools and Focus Schools had mean scores below the normative mean in Professional Development and Unity of Purpose. ANOVA post hoc test Tukey HSD revealed that there was one school culture dimension, Collegial Support, which was statistically different between Priority Schools and Focus Schools. The results of this study may assist school leaders develop an open school climate that can lead to a collaborative school culture. School culture can assist schools build and maintain high student achievement for many years (Gruenert & Whitaker, 2015).

## Acknowledgements

*1 Thessalonians 5:18 “Give thanks in all circumstances; for this is God’s will for you in Christ Jesus.”*

I would first like to acknowledge and give thanks to the Lord, for it was by his grace that I finished this study. Thank you, Lord for giving me the perseverance and the ability to complete this dissertation. Please help me Lord to always be humble and to always keep my eyes focused on you as I go through this journey of life. Help me to use the knowledge I gained in doing this research to help educators and parents prepare the future generation to be successful citizens.

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### **Dedication**

This dissertation is dedicated to my parents, Jim and Frances, who have instilled in me the value of an education and the importance of helping others. Thank you for always being there for me.

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Table 1

*List of Statistical Abbreviations and Symbols*


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$\alpha$	<i>Cronbach's Alpha:</i> Assess the reliability or internal consistency of an instrument and has a measure between 0 and 1 (Dennick & Tavakol, 2011).
$df$	<i>Degrees of Freedom:</i> The number of observations less the number of restrictions placed on them (Hinkle, Wiersma, & Jurs, 2003).
$CI$	<i>Confidence Interval:</i> A range of values that one is confident contains the population characteristics, such as the population mean (Witte & Witte, 2010).
$n$	<i>Sample Size:</i> Size of a sample of the population (Hinkle et al., 2003).
$s$	<i>Standard Deviation of a Sample Mean:</i> Measures the variability around the mean for samples (Hinkle et al., 2003).
$t$	<i>Computed value of <math>t</math> test:</i> Determines if the sample means are significantly different from one another. It allows the researcher to decide if the differences could have happened by chance (Witte & Witte, 2010).
$z$	<i>Computed value of Standard Score (Z-Scores):</i> The number of standard deviations above or below the population a raw score is located (Deviant, 2010).
$\bar{x}$	<i>Sample mean:</i> The sum of the measures of a sample divided by the number of measurements in the sample set (Hinkle et al., 2003).
$\alpha$	<i>Level of Significance:</i> The degree of rarity required of an observed outcome in order to reject the null hypothesis (Witte & Witte, 2010).

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## **CHAPTER I: INTRODUCTION**

### **Background of the Study**

School leaders would be hard pressed to find any school activity that is not directly or indirectly affected by school climate and school culture (Wang, Hartel, & Walberg, 1997; Gruenert, 1998; Sweetland & Hoy, 2000; Kytte & Bogotech, 2000). It is essential for school principals to understand the relationship between school climate and school culture and its effect on teacher performance and school activities if they are to be successful in improving school achievement and school performance (Hopkins, Ainscow, & West, 1994; Gruenert, 1998). Hopkins et al. (1994) suggested

If teaching methodology has such a proven impact on student achievement, why bother with establishing the conditions in the first place? The answer is quite simple and pragmatic: changes in teaching behavior cannot be acquired or sustained without in some cases dramatic; and in every case some, modifications to the school-level conditions that support it. (p. 96).

Many school leaders who have tried to implement school reforms, based on the characteristics of effective schools, have been unsuccessful because they failed to take in account school climate and school culture (Sarason, 1996; Gruenert, 1998). Kytte and Bogotech (2000) suggested that real and sustained educational reform occurred more frequently by first changing a school culture than by changing personnel, school structures, and policies. Wang et al. (1997) found school culture had a more significant impact on student learning than did school organizations, state and local educational policies, and student demographics. School climate has been often called the fourth important part of school success, after curriculum material, instruction, and teachers. It contributes to the academic success of students and often predicts

the degree to which active learning is taking place (Doll, 2010). Sweetland and Hoy (2000) argued the two most powerful variables associated with student achievement and school performance were socioeconomic status and school culture.

There is substantial evidence in literature that show the building principals play a crucial role in successfully developing and implementing educational reform to improve student achievement in their school (Sergiovanni, 2001; Marzano, Waters, & McNulty, 2003; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Hanushek, Branch, & Rivkin, 2013; Lindahl, 2011). Building principals must first understand the school's culture and the school's climate before they can begin to successfully implement educational reforms and changes. Before low-performing schools can be transformed to high-performing schools, building principals must understand the importance school culture and its impact on school performance (Hoog, Johansson, & Olofsson, 2005). Many educational theorists would suggest that building principals' impact on student learning is mediated through developing a positive school climate and school culture and that their actions do not have a direct effect on improving student learning (Hoy, Tarter, & Hoy, 2006; Leithwood et al., 2004). Marzano, Waters, and McNutly (2005) asserted that building principals could do little to directly affect student performance and school culture was the primary instrument to make changes.

The Elementary and Secondary Education Act of 1965, updated by the No Child Left Behind (NCLB) Act of 2001, was created to improve the academic performance of all students across the United States. One of the requirements under the NCLB was for schools to submit yearly progress reports (Klien, 2015). Many schools have been unsuccessful at meeting the academic objectives or *Adequate Yearly Progress* (AYP) objectives set by each state (Dillon, 2010; Huff et al., 2011; Pepper, 2010). In September 2011, President Obama's administration



allowed states to apply for an Elementary and Secondary Act (ESEA), also known as the No Child Left Behind Act, Flexibility waiver. Under the ESEA Flexibility waiver, the Department of Education developed a list of requirements that defined poorly performing schools (Priority Schools), schools with stubborn achievement gaps or had weak performance among “subgroup” students (Focus Schools), and schools that performed exceptionally well (Reward Schools). This study used the U.S. Department of Education’s categories of Priority School, Focus Schools, and Reward Schools to identify school performance for two reasons. First, the New Jersey (NJ) and New York (NY) uses different standardized assessments to evaluate high school students’ performance. New York currently uses the High School Regents Exams and NJ uses the Partnership for Assessment of Readiness for College and Careers (PARCC). Second, the PARCC replaced New Jersey’s previous standardized state assessment, High School Proficiency Assessment (HSPA), in School Year 2014-2015. The PARCC is currently being utilized in NJ and will be the only standardized assessment used for graduation requirements in School Year 2020 – 2021. High school students in NJ may use other alternative assessments to meet their graduation requirements until School Year 2019 – 2020 (NJDOE, 2016).

### **Statement of the Problem**

Most studies that exist look specifically at school climate and school culture as separate entities and their relationship to school or teacher performance. A dearth of research exists studying the relationship between school climate and school culture with secondary schools that perform poorly and schools that perform well in secondary public schools (Cohen, McCabe, Michelli, & Pickeral, 2009; Thiec, 1995). This study collected and described school climate and school culture of secondary public schools that consistently performed poorly in school in New

Jersey and New York and schools that have consistently shown growth and strong academic achievement.

### **Research Questions**

The following research questions were developed in order to guide this study:

- 1) What is the school climate of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?
- 2) What is the school climate of secondary public Reward Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS)?
- 3) What is the school culture of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
- 4) What is the school culture of secondary Reward Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
- 5) Does the school climate of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school climate of Reward Schools in New Jersey and New York?
- 6) If the school climate of secondary public Priority Schools and Focus Schools differ from the school climate of secondary public Reward Schools, what variables on the OCDQ-RS survey instrument are statistically significant?
- 7) Does the school culture of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school culture of Reward Schools in New Jersey and New York?

- 8) If the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools, what variables on the SCS survey instruments are statistically significant?

### **Significance of Study**

This study has relevance from a practical perspective and from a policy perspective. In practice, the building principal has been identified as the person who is able to affect change in his school and plays a crucial role in developing and implementing educational reform (Sergiovanni, 2001; Waters et al., 2003; Leithwood et al., 2004; Hanushek et al., 2013; Lindahl, 2011). Teachers are key players in helping build collaborative school climates (Louise, Marks, & Kruse, 1996; Goddard, Miller, Larsen, Madsen, & Schroeder, 2010). By understanding the relationship between school climate and school culture, building principals and teachers are able to develop a collaborative school climate in the short-term that that may help shape a school culture that provides the best environment to educate students, build strong parental and community support, and fosters continual growth (Hargreaves, 1994; Sarason, 1996; Deal & Peterson, 2009). According to Kytle and Bogotech (2000), real and sustained educational reform occurs more frequently by first changing a school culture before changing personnel, school structures, and policies. Examples of ways to strengthen collaborative school climate include: building principals being open and supportive to new ideas; building principals involving teachers in decision making; and teachers working collaboratively with their colleagues, students, and parents (Hoy, Tarter, & Kottkamp, 1991; Valentine, 2006; Gruenert, 2008).

From a policy perspective, local and state policies help shape school practice. School boards and superintendents who understand the relationship between school climate and school culture are better able to develop school policies that builds supportive school climates and

strengthens collaborative school cultures (Gruenert, 2008; Cohen et al., 2009). Examples of school policies that can affect successful school climate and school culture include: developing policies that encourage teacher involvement; and providing programs for social education for school administrators, teachers, and students. Involving teachers in developing and running school professional development programs encourages collaboration and trust among the staff and help refine curricula and instructional practices (Koellner & Jacobs, 2015; Supovitz & Turner, 2000). Providing social education for school administrators, teachers, and students may help build positive relationships between students and school staff and fosters a strong sense of school community (Cohen et al., 2009). Developing and implanting school policies that recognize student and teacher commitment encourages collaboration and teacher efficacy (Friend & Cook, 1998). A positive school culture can improve teacher performance, school morale, and improve student achievement (Freidberg, 1998). School boards can help shape a school's collaborative climate that will help build a positive school culture in the long term.

State educational policies can have a strong influence on schools building collaborative school climates. As of 2009, only 22 states integrated school climate into their improvement and accreditation systems. Thirty-six (36) states had vague definitions of school climate that often refer school climate as one "*conducive to learning.*" Many states failed to identify characteristics of school climates that could be measureable (Cohen et al., 2009). By understanding the relationship between school climate and school culture, SEAs may be better able to develop state educational policies that provide clear guidance and measureable objectives to assist building principals in developing supportive school climates that build collaborative school cultures.

## **Definition of Terms**

*Adequate Yearly Progress (AYP):* A key component of the accountability system that is mandated by the Federal No Child Left Behind Act (NCLB) Act. The mandate was designed to improve education for all students by identifying schools that were in need of improvement. The mandate required that all students achieve at the proficient level, as defined by each state, in mathematics and reading by 2014 (Porter, Linn, & Trimble, 2005).

*Collaborative Leadership:* The degree to which the building principal establishes and maintains a collaborative relationship with teachers and school staff. The building principal values educator's input and engages the staff in the school in the decision-making process. School building principals trust the professional judgment of their educators. The building principal supports and rewards risk-taking and new ideas that will improve student performance. The building principal reinforces the sharing of innovative ideas and best practices among the staff. On the School Culture Survey (SCS), Collaborative Leadership has eleven Likert-type items and has a Cronbach's alpha of .91 (Gruenert, 1998; Valentine, 2006).

*Collegial Support:* The degree to which teachers and staff work effectively. Educators should trust each other. They value each other's input and ideas and assist each other as they work collectively to accomplish the tasks of the school organization. On the SCS, Collegial Support has four Likert-type items and has a Cronbach's alpha of .80 (Gruenert, 1998; Valentine, 2006).

*Cronbach's Alpha:* The most widely used objective measure in research used to assess the reliability of an instrument such as surveys and questionnaires and has a measure between 0 and 1. Reliability is concerned with an instrument's ability to measure consistently (Gliem &

Gliem, 2003; Dennick & Tavakol, 2011). George and Mallery (2003) provided the following rules of thumb when interpreting Cronbach's alpha:

" $\alpha > .9$  – Excellent,  $\alpha > .8$  – Good,  $\alpha > .7$  – Acceptable,  $\alpha > .6$  – Questionable,  $\alpha > .5$  – Poor, and  $\alpha < .5$  – Unacceptable" (p. 231)

*Directive principal behavior:* The degree to which the building principal hinders teachers' behavior. The building principal is rigid and closed to teachers' suggestions, constantly micromanages teachers and school activities, and emphasizes school policies and rules over teacher professionalism and competence. On the OCDQ-RS, directive building principal behavior has seven Likert-type items and has a Cronbach's alpha of .87 (Kottkamp et al., 1987; Hoy et al. 1991).

*Engaged teacher behavior:* The degree to which teachers collaborate with their colleagues, maintain high morale, and are committed to improving student achievement. Teachers are proud of their school. They respect and trust their colleagues and students and maintain good rapport with their students, principal, and colleagues. On the OCDQ-RS, engaged teacher behavior has ten Likert-type items and has a Cronbach's alpha of .85 (Kottkamp et al., 1987; Hoy et al., 1991).

*Factor Analysis:* A statistical method used to describe the variability among observed, correlated factors. It is used to reduce a large amount of data into a smaller amount of manageable data to allow researchers to find hidden patterns and determine characteristics that are seen in multiple patterns (Deviant, 2010).

*Focus Schools:* A school category identified by the U.S. Department of Education. Under the ESEA *Flexibility* waiver, Focus Schools are schools that have the largest within-school gaps between the highest-achieving subgroup and other subgroups or, at the high school

level, have the largest within-school graduation rates. Focus Schools can also be schools that have a subgroup with low achievement on state assessments or, at the high school level, graduation rates less than 60%. Each SEA, applying for the ESEA waiver must develop a method to generate a list of schools that meet these criteria (U.S. Department of Education [USDE], 2012).

*Frustrated teacher behavior:* The degree to which teachers feel burdened with routine duties and excessive assignments unrelated to teaching. Teachers have little respect towards their colleagues and resist working collaboratively with other teachers. On the OCDQ-RS, frustrated teacher behavior has six Likert-type items and has a Cronbach's alpha of .85 (Kottkamp et al., 1987; Hoy et al., 1991).

*Intimate teacher behavior:* The degree to which teachers maintain a social and cohesive network with their colleagues. Teachers have a strong bond with their colleagues and regularly socialize with their peers. On the OCDQ-RS, intimate teacher behavior has four Likert-type items and a Cronbach's alpha of .71 (Kottkamp et al., 1987; Hoy et al., 1991).

*Learning Partnership:* The degree to which educators, students, and parents work collectively for the common good of students. Administrators, educators, and students share a common expectation and frequently communicate with each other on student achievement. Parents trust administrators, educators, and students and generally accept responsibility for their schooling. On the SCS, Learning Partnership has four Likert-type items and has a Cronbach's alpha of .66 (Gruenert, 1998; Valentine, 2006).

*Level of Confidence:* The percent of time that a series of confidence intervals include the unknown population characteristics (Witte & Witte, 2010). For this study used the 95% level of confidence.

*Likert Scale:* A psychometric scale commonly used in studies that employs surveys and questionnaires. Questionnaires contain a list of items normally composed of an equal number of favorable and unfavorable statements. The respondents are asked to respond to the statements in terms of their own degree of agreement or disagreement. The specific responses are organized so that the most favorable attitudes have the highest scores and the most unfavorable attitudes have the lowest score (McIver & Carmines, 1981).

*Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS):* A descriptive questionnaire that measures the openness of school climate. It has two dimensions of building principal behavior and three dimensions of teacher behavior. The two dimensions of building principal behavior include: supportive building principal behavior and directive building principal behavior. The three dimensions of teacher behavior include: engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. The OCDQ-RS was developed by Kottkamp, Mulhern, and Hoy in 1987 and is used to measure school climate in secondary schools. The OCDQ-RS survey consists of 34 Likert-type questions with four response options: very frequently occurs, often occurs, sometimes occurs, and rarely occurs (Kottkamp et al., 1987; Hoy et al., 1991).

*Priority Schools:* A school category identified by the U.S. Department of Education. Under the Elementary and Secondary Education Act (ESEA) *Flexibility* waiver, Priority Schools are schools that have been identified as among the lowest-performing five percent of Title I schools and non-Title I schools. For secondary schools, Priority Schools have graduation rates less than 60% over a number of years. All Tier I or Tier II schools in the School Improvement Grant (SIG) program are using the SIG funds to implement a school intervention model are



Priority Schools. Each SEA, applying for the ESEA waiver must develop a method to generate a list of schools that meet these criteria (USDE, 2012).

*Professional Development:* The degree to which educators' value continuous personal improvement and school-side improvement programs. Educators seek new ideas from school district professional development programs, seminars, universities, and other professional sources in order to stay knowledgeable in the most current researched-based educational theories and instructional practices. On the SCS, Professional Development has five items and has a Cronbach's alpha of .87 (Gruenert, 1998; Valentine, 2006).

*Reward Schools:* A school category identified by the U.S. Department of Education. Under the ESEA *Flexibility* waiver, Reward Schools are schools that have demonstrated outstanding growth or achievement over a number of years. A Reward Schools is either a "highest-performing school" or a "high-progress school." Highest-performing schools are Title I schools that achieve the AYP goals for all student groups and subgroups and have the highest student achievement over a number of years on statewide assessments. For secondary schools, highest-performing schools must have graduation rates above 90%. High-progress schools are Title I schools among the top 10% of Title I schools in the State that are making the most progress in improving the performance of the "all students" group over a number of years. Each SEA applying for the ESEA waiver must develop a method to generate a list of schools that meet these criteria (USDE, 2012).

*School Culture Survey (SCS):* A 35 Likert-type items descriptive questionnaire that measures six critical aspects of a collaborative school culture. The six aspects include: collaborative leadership; teacher collaboration; professional development; unity of purpose; collegial support; and learning partnership. The SCS Likert-type items have six response

options: strongly disagree; disagree; somewhat disagree; agree; and strongly agree (Gruenert, 2005; Valentine, 2006).

*School Improvement Grants (SIG):* Are authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I of ESEA). They are Federal grants given to LEAs for use in Title I and non-Title I schools to provide adequate resources to help substantially raise student performance so as to enable schools to make AYP as described in No Child Left Behind (NCLB) Act (NJDOE, 2012).

*Secondary Schools:* For this study, secondary schools contain 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. For this study, secondary schools included: public high schools; vocational and technical schools; and public academies.

*State Education Agency (SEA):* The state's department of education. The state department of education is responsible for administering Federal and state education laws, dispersing Federal and state funds, and providing guidance to school districts and schools across their state (Brown, Hess, Lautzenheiser, & Owen, 2011).

*Supportive principal behavior:* The degree to which the building principal support teachers in school. The principal listens and is open to teachers' suggestions, encourages staff collaboration, and motivates teachers by providing constructive criticism. The principal respects teachers' professionalism and competence and exhibits both a professional and a personal interest in teachers and students. On the OCDQ-RS, supportive principal behavior has seven items and has a Cronbach's alpha of .91 (Kottkamp et al., 1987; Hoy et al., 1991).

*T-Test:* A statistical method used to compare two sample means and determine if the sample means are significantly different from one another. It allows the researcher to decide if the differences could have happened by chance (Deviant, 2010).

*Teacher Collaboration:* The degree to which educators and staff engage in constructive dialogue that improves the educational vision of the school. Educators in the school work collectively together, observe, and discuss teaching practices, evaluate educational programs, and develop an awareness of practices of other educators. On the SCS, Teacher Collaboration has a six items and has a Cronbach's alpha of .83 (Gruenert, 1998; Valentine, 2006).

*Title I Grants:* Grants given to local school districts (LSD). Title I grants are authorized under the No Child Left Behind legislation of 2002. Title I grants are given to local school districts to ensure that the most financially and socially disadvantaged children have a fair, equal and significant opportunity to obtain a quality education and reach proficiency on state academic standards and assessments (NJDOE, 2014).

*Unity of Purpose:* The degree to which educators work toward a common goal for the school. Teacher understand, support, and act in accordance with the school mission. On the SCS, Unit of Purpose has five Likert-type items and has a Cronbach's alpha of .82 (Gruenert, 1998; Valentine, 2006).

*Z-Score:* Z-Score, also known as standard score, is a statistical method that is used to determine how many standard deviations above or below the population mean a raw score is located. The Z-Scores are a way for researchers to compare the results of a test to a "normal" population (Witte & Witte, 2010).

### **Limitation of this Study**

This study was limited to secondary public Priority Schools, Focus Schools, and Reward Schools in New Jersey and New York and did not include secondary charter schools. Charter schools may not provide a good representation of public schools. Two examples of how some charter schools differ from public schools are building principal retention and student

demographics. According to Ni, Min, and Rorrer (2015), charter schools tend to have a higher building principal turnover rate when compared to traditional schools. In their longitudinal study, they determined on average, building principals in charter schools remain in one school for 2.95 years. High rate of building principal turnover can lead to inconsistent school goals, policy, and school culture. Excessive building principal turnover can lead to decreased teacher commitment and teacher collective efficacy (Ross & Gary, 2006). Another characteristic of some charter schools, particularly market-oriented charter schools, is the difference in student demographics. Market-oriented charter schools tend to serve less high-need student populations (Lacireno-Paquet, Holyoke, Moser, & Henig, 2002).

The findings of this study were limited to the responses of the teachers and school principal received. It was assumed that teachers and building principals understood the survey instruments and responded honestly and accurately. It was assumed that the information received from teachers and school principals is representative of other secondary public schools in New Jersey and New York.

The responses that were received were used to generalize the perceptions of teachers and building principals of secondary Priority and Reward Schools in NJ and NY. Both survey instruments used Likert-type questions which did not allow the respondents to construct their own responses or allow the researcher to investigate additional insight.

This descriptive study examined the relationship of school culture and school climate of schools that consistently performed poorly and schools that consistently performed well in secondary schools in NJ and NY. As such, this study did not claim to examine the effect of school climate and school culture had on student achievement. This study identified

characteristics of school culture and school climate of successful schools and schools that consistently had shown poor student performance over a three year period.

### **Organization of the Study**

Chapter one includes the introduction, the background of the problem, the statement of the problem, the eight research questions, significance of the study, definition of key terms, definition of key terms, and limitations. Chapter two includes a review of literature on Priority schools, Focus Schools, and Reward Schools. Chapter two reviews literature as it relates school culture and school climate measured by the SCS and the OCDQ-RS. Chapter three contains the methodology, research design, the sampling process, the instrumentation, and the data analysis procedures. Chapter four presents an analysis of the data in terms of the research questions. Chapter five provides a summary of the study, conclusions, and recommendations for further research.

### **Summary**

Both school climate and school culture play a crucial role in the success of school performance and student achievement (Wang et al., 1997; Sweetland & Hoy, 2000; Gruenert, 2000; Kytte & Bogotech, 2000). An extensive amount of research exists that showed that building principals play a crucial role in developing and implementing education reform (Sergiovanni, 2001; Marzano et al., 2003). School building principals that failed to take in account both school climate and school culture were likely to be unsuccessful in implementing school reforms that have been proven to work in effective schools (Sarason, 1996; Gruenert, 2008; Doll, 2010). Although much research has been done in the past studied the effects of school climate and school culture on school performance and student achievement, most researchers studied either school climate or school culture and its impact on school performance.

There is a dearth of research that describes both school climate and school culture on school performance for secondary public schools.

## **CHAPTER II: REVIEW OF THE LITERATURE**

This chapter has five sections: (1) Introduction; (2) School Climate, (3) Organizational Climate Description Questionnaire – Rutgers Secondary; (4) School Culture; (5) School Culture Survey; (6) Criteria for Priority Schools, Focus Schools, and Reward Schools; and (7) Summary.

### **Introduction**

The definition of climate and culture has often been used interchangeably for many years. Organizational climate is by far the oldest construct. It was first used in 1939 with a study carried out by Lewin, Lippit, and White and became popular with organizational theorist in the 1960s. The study of culture was introduced in 1970s and became popular in the 1980s (Denison, 1996; Glisson, 2007). Even today, many organizational theorists still use the two constructs interchangeably. A literature review of climate and culture in the late 1990s found there were 30 definitions of climate and 50 definitions of culture (Verbeke, Volgering, & Hessels, 1998). Culture and climate are distinct and separate (Denison, 1996; Glisson, 2007; Schein, 2010; Schneider, Ehrhart, & Macy, 2013). In layman's terms, organizational climate describes the individual's or group's shared perception of their impact on their work environment (Denison, 1996; Glisson, 2007; Schneider et al., 2013). Organizational climate is created when employees share the same perceptions of how the work environment affects them individually; it is a property of the individual (James, James, & Ashe, 1990; Glisson, 2007). Organization culture describes the norms, values, perceptions, practices, and accepted behavior that has been accepted by all employees in an organization (Denison, 1996; Gruenert, 2008; Glisson, 2007). It is the accepted norms, practices, and accepted behavior that have been regarded as true over a period of time and govern how employees as a whole operate in the internal and external environments. According to Schein (2000), certain qualities of culture are present in all organizations:

- Culture is learned;
- It is shared by all members in an organization;
- It is transgenerational and develops over time;
- Contains symbols;
- Is integrated throughout the organization;
- Is adaptive; culture changes based on internal and external internal forces.

Organizational culture is a property of the organization (Glisson, 2007). In the past, researchers in organizational culture were more concerned with the evolution of social constructs over a period of time while researchers in organizational climate concentrated more on the impact the organization had on groups and individuals (Denison, 1996). Hoy et al. (1991) described the distinction between climate research and culture research.

School climate research is primarily viewed through the psychological lens while school cultural research is primarily viewed through the anthropological lens. Climate is generally viewed as behavior, while culture is viewed as shared values and norms of an organization. Verbeke et al. (1998) did a quantitative study of eighty-four books and journal from 1960 to 1993 that described and defined the concepts of organizational climate and culture. Thirty-two different definitions of organizational climate and 54 definitions of organization culture were found. The researchers developed clusters based on common definition characteristics of culture and climate. Using the Principal Component Analysis Via Alternating Least Squares (PRINCALS) technique found in the IBM's Statistical Package for the Social Sciences (SPSS) software, the researchers found core concepts of organizational climate and organizational culture. The core concept of organization climate is it is a reflection of the way workers perceive



and describe the characteristics of their organization. Organizational culture reveals the way things are done in an organization.

### **School Climate**

Past and current research on organizational climate can be broken into two distinct categories, organizational climate from a shared perspective and organizational climate from an individual perspective. Hoy and Miskel (1996), Glick (1988), Chan (1998), and Ehrhart, Schneider, and Macey (2013) viewed organizational climate from a shared perspective. Ehrhart et al. (2013) defined organizational climate as “the shared meaning organizational members attach to the events, policies, practices, and procedures they experience and the behaviors they see being rewarded, supported, and expected” (p. 69). Other researchers, Rousseau (1990), Virtanen (2000), and Glisson and James (2002), viewed organizational climate from an individual perspective. According to Virtanen (2000), “climate is based on individual perceptions that are transparent to individuals themselves, but that they do not necessarily share with or reveal to other members in the organization” (p. 349). James and Jones (1974) first made the distinction between a shared perspective (organizational climate) and individual perspective (psychological climate) based on how climate is conceptualized. Psychological researchers focus on individual outcomes such as well-being, satisfaction, and job involvement. Organizational climate researchers focus on organizational-level outcomes such as customer satisfaction (Ehrhart et al., 2013). For this study, the literature review focused on climate from a group’s shared perspective.

Hoy et al. (1991) developed a typology of school climate using the concept of opened and closed building principal and teacher behavior (Figure 1).

		<u>Principal Behavior</u>	
		Open	Closed
<u>Teacher Behavior</u>	Open	Open Climate	Engaged Climate
	Closed	Disengaged Climate	Closed Climate

*Figure 1.* Typology of school climates.

Building principals that are open lead through examples. Building principals that are open demonstrate supportive behaviors; they are able to motivate teachers use constructive criticism and show a genuine concern for the personal and professional welfare of members in their school (high intimacy). Open building principals give their teachers the latitude to perform without close scrutiny (high supportiveness). Open building principals try to shield their teachers with unnecessary work so they can have more time educating students (low restrictiveness). Building principals that are closed are rigid, demanding, and lack genuine concern for other members in their school (low intimacy); they are non-supportive, inflexible, and hinder progress. Open teachers are engaged with other members in school; they are proud of their school, enjoy collaborating with other members of their school, trust students, and are committed to educating students. Closed teachers are not engaged in the learning process (low engagement), they prefer to teachers working in isolation (low collegiality) and lack concern for students. Using the concept of open and closed behaviors, the researchers identified four types of school climates:

- **Open Climate:** Open climates are characterized by cooperation, respect, and a sincere concern for other members in the school. School climates that are open show a high degree of trust, esprit de corps, collaboration, and engagement with all members of school. There is a strong sense of teacher efficacy in schools that are opened. They are actively engaged in teaching students (high engagement). Building principals are supportive and are genuinely concerned for the welfare of the members of their school (high intimacy). They are actively engaged in the learning process (high engagement), they listen to their teachers' ideas and provide praise.
- **Engaged Climate:** Engaged school climates are characterized by ineffective attempts of the building principal to lead teachers and students. Building principals are rigid and authoritarian (high directedness). They are often seen as burdening the teachers with unnecessary busy work (low supportiveness). Teachers, on the other hand, are engaged in the learning process and collaborate with their colleagues (high collegiality). Teachers not only respect their colleagues but they are friends with one another (high intimacy).
- **Closed Climates:** Closed school climates are the antithesis of open school climates. Closed school climates are characterized by teachers and principals simply going through the motions. Members of the school lack collegiality and concern for other members (low collegiality). Building principal's leadership is rigid and controlling with little to no input from teachers (high directedness). Building principals are unresponsive and unsympathetic teachers' or students' needs (low supportiveness). Similarly to building principals, teachers lack the interest to become friends with or

collaborate with their colleagues or their building principal (low collegiality and low intimacy)

- **Disengaged Climates:** Disengaged school climates are the antithesis of engaged school climates. Building principals' leadership behavior is strong, supportive, and concerned (high supportiveness). They have a genuine interest and show empathy towards members of their school (high intimacy) and give teachers the latitude to act based on their professional knowledge (low directedness). Teachers, on the other hand, lack collegiality with their colleagues and would prefer to go it alone (low collegiality). They ignore the building principal's support and are unresponsive to the building principal's request (low supportiveness). Teachers are clearly disengaged in the educational process.

Because building principals play a crucial role in developing and implementing educational reform to improve school performance, principal behavior is the first category in school climate that was examined in this study. Building principals that exhibit supportive behavior respect and appreciate their teachers' and students' efforts. They trust their teachers and value their professionalism and commitment. They actively encourage collaboration among the staff, parents, and students and encourage school members' openness. Building principals that exhibit restrictive behaviors concentrate on enforcing school policies and regulations with little regard to their teachers' and students' efforts; they micromanage their teachers and do not actively encourage collaboration among their teachers, students, and parents.

Building principals that are supportive are open to new ideas, and set clear expectations and standards of performance. Walstrom and Louis (2008) did a quantitative study using the Teacher Survey of 4,165 teachers in 138 schools in Minnesota. They concluded that the degree

to which teachers are engaged in teaching practices and their sense of teachers' efficacy is directly related to their perception of the principal's leadership. Their study also indicated building principal-teacher trust was more important in middle schools and shared leadership was more important in high schools.

Tarter, Bliss, and Hoy (1989) did a quantitative study using the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS) of 1,083 teachers in 72 schools in New Jersey. Based on their results, Tarter et al. (1989) concluded that teachers' trust in their school principal was directly related to the building principal's supportive behavior. Building principals that were friendly and collegial with their teachers commanded more respect and trust from their teachers. Teachers had more trust in their building principals if they were protected from unreasonable outside demands. Their study also indicated teachers who are engaged in their work have greater trust in their colleagues. Teachers who are engaged in school, initiate collegiality. One interesting finding of Tarter et al. (1989) was the openness of school principals did not have a statistically significant impact on teachers trust toward other teachers.

Kelley, Thornton, and Daugherty's (2005) study confirmed Tarter et al.'s (1989) findings. School climate was directly linked to teachers' perceptions of their building principal's effectiveness. Building principal effectiveness was measured as principals solving problems correctly and being flexible in dealing with situations. Their quantitative study looked at 31 building principals and 155 teachers from 31 elementary schools. Teachers who viewed building principals who used the most appropriate response for every situation, perceived the school climate as having good communications, shared-decision making, and high levels of teacher efficacy. Teachers who viewed building principals as being flexible and used different leadership styles to solve problems, perceived the school climate as having poor communications

and low teacher efficacy. Teachers perceived building principals who were less flexible and were consistent in the way they solved problems, shared information, listened to their concerns, and supported teachers. In their study, the researchers found teachers who believed their building principal treated all their colleagues consistently, tended to view schools as having a positive school climate.

Litwin and Stringer (1968) determined by changing the leadership style in each of three simulated organizations, they were able to create different organizational climates. Each organizational environment had distinct implications for worker performance and job satisfaction. Organization A had a bureaucratic organizational structure with the leader using a bureaucratic leadership approach that strongly emphasized structure, assigned roles, rules, positions of authority, and punishment. Organization B, the leader used a human relations leadership approach that encouraged shared-decision making, teamwork, and collaboration with colleagues. Organization C had an organizational structure similar to Organization B, but the leader used a human resource leadership approach that emphasized quality performance and encouraged creativity among the members. Members in Organization A viewed their organizational climate as non-supportive and punitive and provided little chance for personal initiatives. The members in Organization A viewed their leader as being formal and impersonal. Interpersonal conflict was common within Organization A despite the leader's best effort to suppress it. Job satisfaction and performance was low. Members in Organization B viewed their leader as being supportive and friendly. They viewed their organizational climate as being warm, supporting, friendly, and participatory. Job satisfaction in organization B was high but performance was low. Members in Organization C viewed their leader as being supportive and encouraging. They viewed their organizational climate as being somewhat supporting and

loosely structured but bounded by norms of responsibility, risk-taking, and personal initiatives. Though the members enjoyed working in Organization C, they described their organizational climate as having moderate conflict. Job satisfaction was high and performance and innovation was high.

Building principals that are supportive protect their teachers from internal and external distractions. According to Marzano et al. (2005), protecting teachers from internal and external distractions of educating students is one of twenty-one key responsibilities of a school leader. Schools that have effective climates have structures and procedures in place to protect instructional time. According to Elmore (2000), effective building principals are able to prevent non-instructional issues from creating confusion and distraction in their schools and in classrooms. Many researchers have concluded that instructional time alone does not improve student achievement. Instructional time, coupled with using effective teaching strategies, can improve student performance (Walberg, 1988; Nelson, 1990; Levin & Nolan, 1996; Leonard, 2003). A study by Leonard (2001) concluded that external distractions in instructional time occurred more frequently in secondary schools than elementary schools. Leonard defined external distractions as distractions and interruptions from teaching that originated from outside the classroom. He surveyed 557 teachers from rural and urban schools in Saskatchewan, Canada. Approximately 80.2% of the teachers reported that intercom communications was the number one external distraction in instructional time. Approximately 34.8% of teachers reported they have between three to four external interruptions a day during teaching time. About 31.7% of teachers reported that unspecified visitors, other teachers, students, parents, and administrators, interrupt their instructional time daily. About half the teachers that responded to the survey reported that external interruption in instructional time was seriously problematic.

Varley and Busher (1989) classified internal and external interruptions in four groups: totally unavoidable contingencies (i.e., student illness and damage to the school facility); unavoidable and beyond the teacher's control (i.e., maintenance of the facility and medical physicals); avoidable interruptions (i.e., unscheduled parent visits, visits from other teachers and staff, and intercom announcements during instructional time); and planned interruptions (i.e. visiting parents, parent and community volunteers). In their study, they determined that incidences in the classroom tended to be lower in schools that had established policies and procedures and when teachers used effective classroom management practices.

Teacher behavior was the second category in school climate examined in this study. Teachers actively engaged, collaborate with their colleagues, are committed to student achievement, and have a high degree of trust for their colleagues and building principal (Hoy et al., 2002). Research does show that schools with a high degree of collaboration have greater amounts of high achieving students (Goddard et al., 2007). Tschannen-Moran (2009) determined that teacher trust was a significant factor in teacher professionalism. Tschannen-Moran (2009) described two school structures: bureaucratic and professional. Schools with a bureaucratic organizational structure enforced school policies and procedures with little discretion granted to teachers in their day-to-day activities, used discipline to enforce compliance, and closely supervised teachers. Schools with a professional organizational structure valued teachers' knowledge and professionalism, had a strong code of ethics that governed how teachers conducted their day-to-day activities, and valued cooperation and collaboration. In Tschannen-Moran's quantitative study of 2,355 teachers from 80 schools in a mid-Atlantic state, teachers reported greater professionalism in schools that were managed with a professional orientation. Teachers were more committed and go beyond meeting the minimum



requirements when school principals were flexible and trusted their staff. In these schools, teachers worked cooperatively with their colleagues and were engaged in the teaching process. Teachers viewed other teachers as professionals. Conversely, schools that had a bureaucratic orientation had principals that emphasized strict compliance with rules and lacked trust in their teachers. In bureaucratic schools, teachers were less likely to conduct themselves as professionals and possessed less trust in their principal and their colleagues. Where trust was high, trust functioned as a substitute for rigid enforcement of school policies and rules. In her study, Tschannen-Moran concluded the building principal set the tone for the quality of relationship between teachers and their colleagues, and between teachers and their school building principal. Schools with climates that have high degrees of trust tend to have higher trusts in parents and parents.

Teachers that exhibit engaged behaviors actively support student achievement and encourage students to work to the best of their ability. They actively encourage collaboration with parent and community members the educational process. Parent and community involvement can be an important factor in building a positive school climate and improving student achievement (Stevens & Sanchez, 1999; Deal & Peterson, 2009). In a quantitative analysis of 18 studies involving 5,831 students, Iverson and Walberg (1982) concluded that parent stimulation in the home environment had more impact on student achievement than the family's SES. Parent involvement in their child's education can be an important part in student learning. Hill and Tyson (2009) determine that a strong family-school relationship can significantly improve student achievement and can maximize student potential. Parental involvement in school functions can reduce the SES influence in student achievement. The researchers did a meta-analysis on 50 reports from 1985 to 2006 of middle school students.

They looked at school-based involvement, home-based involvement, and academic socialization. School-based activities included: parents volunteering in school activities; attending school functions, participating in school governance, and communicating with teachers. Home-based involvement included: engaging students with school work; taking students to places that fosters student learning; and making creating a learning environment at home. Academic socialization included parents' attitudes and expectations about education and conveying their expectations for achievement to their children. They concluded that school-based activities, parent's personal involvement in schools, attending school activities, and collaborating with teachers had a stronger relationship in student achievement than home-based activities. Parents actively supported teachers and school initiatives. Academic socialization with school-based activities was the strongest predictor of student achievement than academic socialization in home-based activities. Parents helping students with homework had the strongest negative correlation with student achievement with middle school students. Parent participation in school functions, collaborating, and supporting teachers and school initiatives, can significantly improve student achievement.

Hoy et al. (2006) determined that academic emphasis, collective efficacy, and faculty trust for parents and students are significant factors in improving student achievement. Academic emphasis is the extent to which schools are driven by a desire to achieve academic excellence. Collective efficacy is the teachers' collective belief that they are able to organize, develop strategies, and working collaboratively, can have a positive impact on student performance. Together the three factors are called "academic optimism." Academic optimism can shape norms and behavioral expectations. In their quantitative study, Hoy et al. (2006) randomly surveyed faculty (ranging from 10 to 40 teachers per school) from 96 high schools

located in a Midwestern state using three survey instruments: Collective Efficacy Scale, Organizational Healthy Index (OHI), and Omnibus Trust Scale. Student achievement was measured through the mandatory twelfth grade state standardized assessment. Their study suggested 67% of the variance in student achievement in mathematics and science could be attributed to academic optimism. Their study also suggested 54% of the variance in achievement in reading, writing, and social studies could be attributed to academic optimism. Hoy et al. concluded that academic optimism had a strong positive influence on student achievement.

Studies have shown that school climates play a significant role in student achievement (Hoy, Tarter, & Bliss, 1989; Freidberg, 1998; Bulach, Malone, & Castleman, 1995). Every school has a unique school climate. School climate is a reflection of the way students, teachers, and building principal perceive and describe the characteristics of their school (Verbeke et al., 1998). School climate is created when members of the school share the same perceptions of how the school environment affects them collectively. School principals can change school climate easier than they can change school culture. By understanding the relationship between school climate and school culture building principals will have a better understanding on how to positively affect school climate in the short-term to improve school culture in the long-term that will increase student achievement. When building principals understand climate, they can develop effective strategies for changing the school culture (Hoy et al., 1991; Gruenert, 2008; Schein, 2010).

### **Organizational Climate Description Questionnaire – Rutgers Secondary**

The organizational climate description questionnaire for secondary schools (OCDQ-RS), used in this study was developed by the Hoy et al. (1991) and measures the openness of school climate for high schools. Numerous researchers provided construct validity for the OCDQ-RS,

they include: Tarter, Bliss, and Hoy (1989), Hoy and Tarter (1997), Thiec (1995), Knox (2011), Stringham (1999), and Wolfe (2013). The OCDQ-RS has 34 Likert type items separated into five dimensions that measure the openness of secondary school climate (see Table 2). The survey instrument measures two building principal behaviors (supportive and directive) and three teacher behaviors (Engaged, Frustrated, and Intimate). Table 3 shows the reliability of the dimensions of the OCDQ.

Table 2

*OCDQ-RS Dimensions and Sample Items for Each Dimension*

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**SUPPORTIVE PRINCIPAL BEHAVIOR**

The principal sets an example by working hard himself/herself.  
The principal compliments teachers.

**DIRECTIVE PRINCIPAL BEHAVIOR**

Teacher-principal conferences are dominated by the principal.  
The principal monitors everything teachers do.

**ENGAGED TEACHER BEHAVIOR**

Teachers spend time after school with students who have individual problems.  
Teachers are proud of their school.

**FRUSTRATED TEACHER BEHAVIOR**

The mannerisms of teachers at this school are annoying.  
Routine duties interfere with the job of teaching.

**INTIMATE TEACHER BEHAVIOR**

Teachers know the family background of other faculty members.  
Teachers' closest friends are other faculty members at this school.

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*Note.* Hoy et al. (1991), p. 43

Table 3

*Cronbach's Alpha for OCD-RS Dimensions and the Number of Items Measured*

OCDQ Dimensions	Cronbach's Alpha	# of Items in the Measure
SUPPORTIVE PRINCIPAL BEHAVIOR	.91	7
DIRECTIVE PRINCIPAL BEHAVIOR	.87	7
ENGAGED TEACHER BEHAVIOR	.85	10
FRUSTRATED TEACHER BEHAVIOR	.85	6
INTIMATE TEACHER BEHAVIOR	.71	4

*Note.* Hoy et al. (1991), p. 48

The OCDQ-RS instrument created by Hoy et al. (1991) was an improvement on the OCDQ created by Halpin and Croft (1963). One criticism several researchers had with the original OCDQ was the survey instrument was not suited for analyzing school climate in urban schools or secondary schools. The original OCDQ only addressed teacher-teacher and teacher-administrator relationships with no analysis of students' impact on school climate (Hoy et al., 1991; Silver, 1983; Watkins, 1968). Another major criticism that Hoy et al. (1991) had in Halpin and Croft's OCDQ was the researchers used poor measurement characteristics, for example, high factor loading on more than one factor (Hoy et al., 1991; Kottkamp et al., 1987). Hoy et al. (1991) developed three OCDQ survey instruments:

Rutgers Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS), the Rutgers Organizational Climate Description Questionnaire for Elementary Schools (OCDQ-RE), and the Rutgers Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM).

The development of the OCDQ-RS was completed in five phases: (a) generating items, (b) selecting a sample of schools, (c) reducing the number of items on the survey, (d) refining the survey, and (e) conducting a final empirical check to determine its factor stability (Kottkamp et al., 1987). Kottkamp et al. took Halpin and Croft's OCDQ survey instrument and revised the survey to measure the openness of school climate for secondary schools. The original OCDQ

was designed to measure the openness of elementary school climates. Many of the items on the OCDQ had poor measurement characteristics, for example, high factor loadings on more than one factor. Based on extensive research, Kottkamp et al. added 48 additional items on the draft OCDQ-RS. The end result was a draft OCDQ with 100 Likert-type items. The researchers tested their draft OCDQ-RS using 535 teachers from 68 NJ high schools. Because the unit of measure for school climate was the school, Kottkamp et al. had to reduce individual responses into 68 school scores. Using factor analysis, Kottkamp et al. separated the responses into two categories: teacher behavior and principal behavior. Items that described building principal behaviors were consolidated into two groups: supportive principal behavior and directive principal behavior. Items that described teacher behaviors were consolidated into three groups: engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. The researchers tested the validity of the revised OCDQ-RS using a random sample of the original 68 pilot schools and 10 new high schools. Using a varimax rotation analysis, the researchers refined the OCDQ-RS. The revised survey instrument, OCDQ-RS, contains 34 Likert items that measures five dimensions of school climate in secondary schools.

The OCDQ-RS measures two dimensions of school climate: building principal behavior and teacher behavior. The survey instrument examines two categories of building principal behavior: supportive and restrictive. Supportive building principal behavior measures the degree to which principals collaborate with their teachers, motivate their teachers by using constructive criticism, and setting the example through their work ethic. Supportive behavior is directed toward the social needs and task accomplishment of the teachers and staff. Directive principal behavior measures the degree to which building principals are rigid and closed to teachers' ideas, constantly micromanages their teachers and school activities, and emphasize policies and school

rules over teacher professionalism and competence. The survey instrument examines three categories of teacher behavior: (a) engaged teacher behavior, (b) frustrated teacher behavior, and (c) intimate teacher behavior. Engaged teacher behavior measures the degree to which teachers collaborate with their colleagues, maintain high morale, and are committed to the success of their students. Frustrated teacher behavior measures the degree to which teachers feel burdened by routine duties and excessive assignments that are not related to directly teaching students. Teachers have little respect towards and resist working with their colleagues. Intimate teacher behavior measures the degree to which teachers maintain a social and cohesive network with their colleagues. Teachers that display intimate teacher behavior have a strong bond with other teachers and regularly socialize with their peers.

### **School Culture**

Schein (2010) considered one of the leading experts in the field of organizational culture, defined culture as

A pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration which has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 18)

Norms, artifacts, perspectives, and values define the culture of the school and are shared by all people within the school. Every organization has rules, written and unwritten, and regulations that guide how work is done and how people are supposed to behave within the organization. These rules and regulations are the organizational norms that define what should be done and what is expected (Schein, 2010). Norms are the individual's and group's expectations of the right way to reflect its beliefs and values within an organization (Henslin,

2013). Cultural artifacts are the most tangible and observable level of culture and help people better understand the organizational environment. There are three types of cultural artifacts: (a) physical artifacts, (b) verbal artifacts, and (c) behavioral artifacts. Physical artifacts are visual and provide immediate physical stimuli about the environment. Some examples of verbal artifacts are shared language, myths, and stories that speak of historical moments of the organization that are passed down from veteran teachers and upper classmen to incoming students and new teachers. School's rituals, ceremonies, and traditions are examples of behavioral artifacts. Behavioral artifacts provide students and staff with interaction that is unique to their school culture; it helps build unity among the school population (Argiero, Dyrdaahl, Fernandez, Whitney, & Woodring, 2010).

Every school has their own unique culture (Gruenert, 1998; Deal & Peterson, 2009). Saphier, King, and D'Auria (2006) used DNA as a metaphor to describe school culture. Schools have similar structures, but each school has a unique genetic make-up. Each school has its own symbols, traditions, artifacts, and customs that shape their values, norms, and beliefs. According to Valentine (2006), schools that have effective school cultures tend to be organized around democratic and collaborative cultures. Schools with collaborative culture produce students with higher achievement and greater level of skills and understanding than schools that did not foster teamwork and collaboration among the staff and students. Collaborative school cultures are characterized by teachers and administrators working together toward a common purpose, are engaged in collaboration activity, and collectively accept responsibility for student learning.

Similar to the building principal's ability to influence climate, the building principal plays an instrumental role in shaping school culture (Barnett & McCormick, 2004; Leithwood et al., 2006; Lindahl, 2011). Unlike school climate where the building principal can influence



school climate relatively quickly, it takes several years to for school building principal's to affect school culture (Gruenert, 2008; Schein, 2010; Deal & Peterson, 2009). Building principal collaborative leadership is the first category in school culture that was examined in this study. Building principals that demonstrate collaborative leadership seek teachers' ideas, engage the staff in the decision-making, and trust teachers' and staff's professional judgment (Valentine, 2006). Collaborative leaders support risk-taking and reward teachers for experimenting with new ideas and techniques (Gruenert, 1998). Similar to transformational leaders, collaborative leaders empower their staff and students, encourage broad participation in decision-making, and nurture shared accountability for student achievement (James, Mann, & Creasy, 2007; Hallinger & Heck, 2010). One trait of schools with successful cultures is they have leaders, building principals, assistant principals, and department heads that foster team work, share in the decision-making process, and encourage collaboration among their teachers and staff (Hallinger & Heck, 2010; Valentine, 2006).

Marzano et al. (2005) did a meta-analysis of 69 studies from 1978 to 2001. Their meta-analysis included 2,802 schools which consisting of 1,319 elementary schools, 323 middle schools, 371 high schools, 290 K-8 grade schools, and 499 K-12 grade schools. Marzano et al. (2005) used teachers' ratings of their principals instead of using ratings by principals themselves or their supervisors. They found an increase in leadership behavior from the 50<sup>th</sup> percentile to the 99<sup>th</sup> percentile was associated with an increase in student achievement on state standardized assessments from the 50<sup>th</sup> percentile to the 72<sup>nd</sup> percentile. In their meta-analysis, Marzano et al. (2005) concluded that building principals could have a profound impact on improving student achievement in their schools and need to work collaboratively with their teachers in developing a shared sense of purpose and responsibility.

Eilers and Camacho (2007) did a two-year case study of an elementary school (K-5), Whitman Elementary School, located in a low-income urban neighborhood with a high mobile student population. Nearly 90% of their students received free or reduced lunch and 49% of the students received English Language Learner (ELL) services. The new building principal used a collaborative leadership approach by involving the teachers in staff in the decision-making process, developing strategies, policies, and procedures to improve student achievement. Teachers moved from a feeling of being isolated and believing that administrators were out to find ways to get rid of them to feeling like they were part of a team and administrators were there to support them. Teachers were allowed to develop their own professional workshops, visit other schools that were similar to Whitman Elementary School and which were successful. The school district provided staff expertise and training on curriculum and instruction through the use of teachers on special assignment (TOSA). By the end of the building principal's second year, Whitman Elementary School successfully met the AYP goals and was removed from the state's list of schools to watch.

Quinn, Deris, Bischoff, and Johnson (2015) did a quantitative study of the relationship between leadership practices and school culture, the relationship between school culture and student achievement, and the relationship between leadership practices and student achievement in Southwest Mississippi schools. The researchers used the Leadership Practices Inventory (LPI) by Kouzes and Posner (2003) to measure leadership practices, the School Culture Survey (SCS) by Valentine and Gruenert (1998) to measure the cultural factors, and student achievement data for the 2011-2012 school year from the Mississippi Department of Education website to measure student achievement. Using the Leadership Practices Inventory, the researchers used five leadership practices: (a) modeling the way, (b) inspiring a shared vision, (c) challenging the

process, (d) enabling others to act, and (e) encouraging the heart. Modeling the way is the extent to which the transformational leader sets the example for others to follow (Kouzes & Posner, 2003). Inspiring a shared vision is the degree to which the leader creates a shared vision with the teachers and staff and supports the goals of the school (Kouzes & Posner, 2003). Challenging the process is the extent to which the building principal takes risks to make positive changes in the school (Kouzes & Posner, 2003). Enabling others to act is the degree to which the school building principal empowers the teachers and staff to become leaders and faculty in the decision-making process (Kouzes & Posner, 2003). Encouraging the heart is the extent to which the building principal recognizes teachers and staff for achieving the goals of the school (Kouzes & Posner, 2003). Four of the leadership practices, inspiring a shared vision, challenging the process, enabling other to act, and encouraging the heart were used as the predictor variables. The results of their study indicated the four predictor variables accounted for 36% of the variation in collaborative leadership, 22% of the variation in teacher collaboration, 29% of the variation in unity of purpose, 27% of the variation in professional development, 24% of the variation in collegial support, and 15% of the variation in learning partnership. In their study, the researchers found the leadership practices, inspiring a shared vision, and enabling others to act were significant predictors of school culture. Inspiring a shared vision was a significant predictor of collaborative leadership. Enabling others to act was a significant predictor of teacher collaboration. Quinn et al. (2015) findings indicated there was a statistically significant relationship between leadership practices and school culture. Their findings also indicated there was a statistically significant relationship between school culture and student achievement. All six variables in the SCS accounted for approximately 9% of the variation in student achievement in Southwest Mississippi schools. In their study, Quinn et al. concluded there was no significant

correlation between transformational leadership and student achievement. According to the researchers, the study would suggest that school building principals can improve student achievement indirectly through creating a strong positive school culture.

Teacher collaboration is the second category in school culture that was examined in this study. Schools that have a collaborative school culture have teachers and building principals collaborate daily on improving teaching methods, improving instruction, increasing student achievement, making continuous improvements in school operations. Although there has been a great amount of articles and books written on collaboration, there have been few large-scale studies done on how collaboration improves student achievement. Researchers are just now beginning to understand how collaboration influences student performance (Marklow & Pieteres, 2009; Ronfeldt, Farmer, McQueen, & Grissom, 2015). Research does show that schools with a high degree of collaboration have a greater amounts of high achieving students (Goddard, Goddard, & Tschannen-Moran, 2007; Goddard et al., 2010). Markow and Pieteres' (2009) study determined that teacher collaboration varies widely between schools. Markow and Pieteres (2009) determined almost all schools reported some amount of collaboration, with 12% of the teachers reporting they spent less than 30 minutes per week collaborating and 24% of the teachers reporting they spent up to three hours a week collaborating. Some forms of collaboration are more common than others. The researchers found 75% of teachers collaborate with their colleagues on improving student performance and 68% of the teachers collaborate with their colleagues in examining student work. Less than 22% of the teachers provide instructional feedback to their colleagues. Another study by Louise et al. (1996) found the type of school and teacher characteristics determine the forms of collaboration. They found teachers in elementary schools with more female teachers were more likely to collaborate with other

teachers. School size, social trust, and building principal leadership are other factors that affect the type and amount of collaboration.

Goddard et al. (2010) found there was a positive correlation between shared instructional leadership and teacher collaboration. In their study, they concluded that a one standard deviation in shared instructional leadership resulted in a .73 standard deviation increase in teacher collaboration. The researchers also determined that teacher collaboration had affected student achievement. Goddard et al. concluded that a one standard deviation in teacher collaboration resulted in a .24 standard deviation increase in 3<sup>rd</sup> grade math scores and .19 standard deviation increase in reading achievement. Goddard et al. (2010) determined the school building principal's instructional leadership had less influence on student achievement than teacher collaboration. A one standard deviation in shared instructional leadership resulted in .17 standard deviations increase in 3<sup>rd</sup> grade math scores and .14 standard deviation in 3<sup>rd</sup> grade reading scores. Although building principals do not directly influence student performance, they can improve student achievement indirectly through shared leadership with teachers.

Professional development (PD) was the third category in school culture examined in this study. Unlike college and university courses that focus on building individual teacher's knowledge, skills, and abilities, school-centered professional development programs foster sharing of ideas and collaborative learning. Professional development programs builds on best practices, skills, and experiences of other teachers within the school. One of the strands of PD is reflective practice which supports the principles of practically, collegiality, and reflection-in-action. Reflection-in-action is solving problems at the moment it exists (Hargreaves & Dawe, 1990; Schon, 1988).

Koellner and Jacobs (2015) viewed PD programs as a continuum. On one side, PD programs are highly specified and on the other side, PD programs are highly adaptive, and PD programs like workshops and courses are structured, time oriented, and use published text and materials are highly specified PD programs. Professional development programs like Lesson Study, involve teacher collaboration, are on-going, and use a variety of materials that are highly adaptive PD programs. Lesson Study is a PD program where teachers work collaboratively, analyze curriculum, develop lesson plans, and refine instructional practices over a school year. Other PD programs lie between highly specified and highly adaptive. All PD programs have similar goals: enhanced teacher knowledge and experiences, improved instructional practices, and improved student achievement. In their study, Koellner and Jacobs (2015) did a longitudinal study and found teachers who worked in highly adaptive PD programs had better quality of instructions. Schools that used adaptive PD programs had higher student achievement. They found teachers who work collaboratively over a period of time were better at discussing and solving problems and improving instructional methods.

Using effective PD programs are seen as the best way to improve teacher instructions and student achievement when compared to building principals enforcing school policies and programs that regulate teacher behavior (Smylie, 1998). Several researchers have determined that many local education policymakers were ineffective in making major school reform as teachers tend to reshape or ignore policies and programs that regulated their classroom routines (Spillane & Thompson, 1997; Cohen & Ball, 1990). Supovitz and Turner (2000) did a quantitative study using 3464 science teachers and 666 building principals in 24 school districts located throughout the United States. Supovitz and Turner (2000) concluded that increasing the hours of professional development was statistically associated with greater use of inquiry-based

teaching practices and higher levels of investigative classroom culture. The research showed teachers needed at least 80 hours of PD for teacher instruction to show a statistically significant improvement in teaching instructions. Teachers receiving less than 39 hours of PD showed no statistically significant improvement in teaching practices (Supovitz & Turner, 2000).

Unity of purpose was the fourth category in school culture examined in this study. One main characteristic of schools with collaborative school cultures is both the building principal and teachers understand and actively support the goals and mission of their school (Fullan & Hargreaves, 1996; Deal & Peterson, 2009; Valentine, 2006; Marzano et al., 2003; Rosenholtz, 1991). Shared goals, vision, and mission of a school guides many of the decisions teachers and building principal make when they develop instructional strategies to improve student achievement and helps create harmony in day-to-day operations. School cultures that do not have a strong sense of purpose tend to have teachers that work in isolation and become self-reliant with little support from their colleagues (Rosenholtz, 1991; Fullan & Hargreaves, 1996). In successful schools, the building principal defines and communicates the vision of the school and, with assistance from teacher, articulates the goals of the school (Marzano et al., 2005). In Goddard et al.'s (2007) study, they determined there was a link between teachers' shared values and collaboration and student performance. Goddard et al. found elementary schools with higher levels of collaboration between teachers and principals also had higher levels of student achievement, even after controlling for school-level variables (school size and proportion of minorities) and student-level variables (gender, race, and social economic status [SES]).

Collegiality support is the fifth category in school culture that was examined in this study. Collaboration is a concept that is used in many disciplines. Psychologists refer to collaboration as negotiation, sociologists refer to it as networking, and economists view it as

collusion (Gruenert, 1998). Friend and Cook (1990) defined collaboration as “a style for interaction between at least two co-equal parties voluntarily engaged in shared decision-making as they work toward a common goal” (p. 72). Certain conditions must be present for collaboration in schools to be successful. They include: (a) there is a mutually agreed goal, (b) participants are treated as equal, (c) all members participate, (d) members are accountable, (e) resources are shared, and (f) participation is voluntary (Friend & Cook, 1990). Common goals in education include: (a) improving student achievement, (b) improving teaching practices, and (c) improving school performance (Fullan & Hargreaves, 1996; Deal & Peterson, 2009). Several studies have shown that collaborative school cultures at all levels in education can have a moderate impact on student achievement. At the school level, a quantitative study by Gruenert (2005) looked at 81 schools in Indiana in 2003. Using the SCS and student test scores from the Indiana state standardized assessment Indiana Statewide Testing for Educational Progress (ISTEP), he determined that school culture was positively correlated with student achievement in math and language arts. The strongest correlations came from professional development, unity of purpose, and teacher interaction with parents. Teacher interaction with parents had the highest positive correlation with student achievement. Another quantitative study by Wimberley (2011) looked at collaborative school culture and student achievement in math and language arts for eighth grade students in 50 school districts in Missouri. She concluded that student achievement in schools with collaborative culture were 10 percentage points higher than students from schools that do not have collaborative cultures. Collaboration between school administrators at the school districts level and teachers can also have a significant impact on student achievement.

Learning partnership is the sixth category in school culture that was examined in this study. Teachers and parents communicate frequently and share common expectations (Gruenert,



1998). Teachers, parents, and students are an integral part in the educational process. Marzano et al. (2005) identified three elements of parent and community involvement in education: (a) communications, (b) participation, and (c) governance. Communications refers to the degree schools and parents communicate with each other. Participation refers to the degree school and parents are involved in the day-to-day running of the school. Governance refers to the degree the school has established structures and policies that allow parents and the community participate in decision making. In a successful school culture, parents and community members' value education, participate in school activities, and support teachers in educating their child (Deal & Peterson, 2009). A meta-analysis by Fan and Chen (2001) concluded that relationship between parental involvement and student achievement was strongest when they compared parent involvement with global achievement indicators such as the school's grade point average as compared to an individual's academic grade. Their study also showed that ethnicity and student age had a small effect on the relationship between parent involvement and students' academic achievement.

Every school has their own unique culture; some school cultures are stronger than others. There is no perfect school culture and one cannot assume the strongest school cultures always provide the best environment to educate students (Gruenert, 1998). Research has shown the best school cultures are the ones that foster student achievement and collaboration between students, teachers, and building principals (Hargreaves, 1994; Sarsaon, 1996; Deal & Peterson, 2009; Flemming & Kleinhenz, 2007). The culture of the school is the key ingredient to successful school improvement over a long period of time and it takes several years to create a strong collaborative school culture (Hargreaves, 1990; Deal & Peterson, 1990).

### **School Culture Survey**

The School Culture Survey (SCS) was developed by the Middle Level Leadership Center at the University of Missouri in Columbia to ascertain the cultural perceptions of school faculty (Gruenert, 1998; Valentine, 2006; Gruenert & Whitaker, 2015). The objective of the SCS was to measure the collaborative nature of school culture. The initial instrument was first developed by Gruenert through an extensive review of literature and contained 79 Likert-type items. The pilot survey was administered to 634 teachers in Indiana and using a Varimax rotation, an item-reduction method, Gruenert reduced the survey to 35 Likert type items. A criterion for retention of an item within a factor was at least .50 as a factor loading and a cross-loading difference of .15 or higher. Factors were retained if they met the criteria at least three times (Gruenert, 1998). The SCS has both a face and construct validity. Numerous researchers provided construct validity for the SCS (Liu, 1992; Fowler, 2006; Scooley, 2006; Patterson, 2006; Mees, 2008; Martin, 2009).

Table 4

#### *School Culture Survey –Sample Items for Each Factor*

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##### **COLLABORATIVE LEADERSHIP**

Leaders value teacher's ideas.  
 Leaders in this school trust the professional judgement of teachers.  
 Leaders take time to praise teachers that perform well.

##### **TEACHER COLLABORATION**

Teachers have opportunities for dialogue and planning across grades and subjects.  
 Teachers spend considerable time planning together.

##### **PROFESSIONAL DEVELOPMENT**

Teachers utilize professional networks to obtain information and resources for classroom instruction.  
 Teachers regularly seek ideas from seminars, colleagues, and conferences.  
 Professional development is valued by the faculty.

##### **UNITY OF PURPOSE**

Teachers support the mission of the school.  
 The school mission provides a clear sense of directions for teachers.

##### **COLLEGIAL SUPPORT**

Teachers trust each other.

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Teachers are willing to help out whenever there is a problem.

#### LEARNING PARTNERSHIP

Teachers and parents have common expectations for student performance.

Parents trust teachers' professional judgements.

Teachers and parents communicate frequently about student performance.

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*Note.* Gruenert (1998), p. 85

The current survey, measures six factors of a collaborative school culture: Collaborative Leadership; Teacher Collaboration; Professional Development; Collegial Support; Unity of Purpose; and Learning Partnership. Each indicator measures a unique aspect of a school's collaborative culture (see Table 4 and Table 5). The survey consists of 35 Likert-type items with five response options: strongly disagree, disagree, somewhat disagree, agree, and strongly agree (Gruenert, 1998; Valentine, 2006).

Table 5

#### *Cronbach's Alpha for SCS Factors and the Number of Items Measured*

SCS Factor Items	Cronbach's Alpha	# of Items in the Measure
COLLABORATIVE LEADERSHIP	.91	11
TEACHER COLLABORATION	.83	6
PROFESSIONAL DEVELOPMENT	.87	5
UNITY OF PURPOSE	.82	5
COLLEGIAL SUPPORT	.80	4
LEARNING PARTNERSHIP	.66	4

*Note.* Gruenert (1998), p. 82

Collaborative Leadership, measures the degree to which the school principals establish and maintain a collaborative relationship with the teachers and staff. Teacher collaboration measures the degree to which teachers are engaged in constructive dialogue with their colleagues and parents that improve student achievement, school performance, and further the educational vision of the school. Professional Development measures the degree to which teachers value continuous improvement and utilize school improvement programs. Teachers actively seek new ideas from workshops, attend educational seminars, and utilize professional sources to stay

current in their craft. Unity of purpose measures the degree to which educators work toward common goals of a school. Teachers understand, support, and act in accordance with the school's mission. Collegial Support measures the degree to which teachers and building principal work effectively. Educators and building principal trust each other and assist each other as they work towards accomplishing the school mission and improve school performance. Learning partnership measures the degree to which parents, students, and teachers work collectively for the common good of students. Parents, teachers, and students share common expectations and trust each other.

### **Criteria for Priority Schools, Focus Schools, and Reward Schools**

The Elementary and Secondary Education Act of 1965, updated by the No Child Left Behind (NCLB) Act of 2001, was created to improve the academic performance of all students across the United States. One of the requirements under the NCLB was for schools to submit yearly progress reports (Klien, 2015). Many schools have been unsuccessful at meeting the academic objectives or Adequate Yearly Progress (AYP) objectives set by each state (Dillon, 2010; Huff et al., 2011; Pepper, 2010). On September 23, the Obama administration allowed states to apply for an Elementary and Secondary Act (also known as No Child Left Behind Act) waiver, commonly known as the ESEA Flexibility waiver. Under the ESEA Flexibility waiver, ED developed a list of requirements that defined poorly performing schools (Priority Schools), schools with stubborn achievement gaps or had weak performance among “subgroup” students (Focus Schools), and schools that performed exceptionally well (Reward School) over a three year period (USDE, 2012). Each SEA applying for the ESEA Flexibility waiver is required to develop their own method to identify schools that met USDE's criteria for each category. Many

SEAs have been approved to identify schools that are within their state using school grades or ratings from their own accountability and support systems (USDE, 2012).

Under USDE's Priority Schools were schools that have been identified as among the lowest-performing five percent of Title I schools and non-Title I schools. For secondary schools, Priority Schools had graduation rates less than sixty percent over a number of years. All Tier I or Tier II schools in the School Improvement Grant (SIG) program that are using SIG funds to implement a school intervention model are Priority Schools. Focus Schools were schools that had the largest within-school gaps between the highest-achieving subgroup or subgroups, or at the high school level, and had low graduation rates. Focus Schools could also be schools that had a subgroup with low achievement on state assessments, or at the high school level, had graduation rates less than 60%. Reward Schools were schools that demonstrated outstanding growth or achievement over a number of years. Reward Schools were either a "highest-performing school" or a "high-progress schools." Highest-performing schools were Title I schools that achieve the adequate yearly progress (AYP) goals for all student groups and subgroups and had the highest student achievement over a number of years on statewide assessments. For secondary schools, highest-performing schools had to have graduation rates above 90%.

In 2011, the governor of New Jersey, Governor Chris Christie, requested the ESEA waiver for an alternative assessment of school performance required under the NCLB Act and was granted the waiver in 2012 (NJDOE, 2012). The NJDOE adopted the Federal classification system for schools in 2012 based on student achievement over a three-year period. The proficiency rates used to determine the classification were based on School Year 2008-2009, School Year 2009-2010, and School Year 2010-2011. There were three categories of schools:

(a) Priority Schools, (b) Focus Schools, and (c) Reward Schools. In 2016, there were 12 secondary Priority schools in New Jersey (NJDOE, 2016). Priority Schools were broken into two categories:

- 1) Lowest-Performing schools with the lowest school-wide proficiency rates in New Jersey over a three year period. These schools had the lowest graduation rates in the state;
- 2) Schools that received School Improvement Grants (SIG).

Focus Schools in New Jersey were schools that had room for improvement in areas that were specific to the school. In School Year 2016 – 2017, there were 28 secondary Focus Schools in New Jersey (NJDOE, 2016). Focus Schools were broken into three categories:

- 1) Low Graduation Rates: High schools that had a graduation rate lower than 75%;
- 2) Largest Within-School Gaps: Schools that had a large proficiency gap between the highest-performing subgroup and the combined proficiency of the two lowest-performing subgroups. The proficiency gaps were 43.5 percentage points or higher between sub-groups;
- 3) Lowest Subgroup Performance: Schools whose two lowest-performing subgroups rank the lowest combined proficiency rate in New Jersey. Focus Schools in this category had their lowest-performing subgroups performing 29.2% or lower compared to the proficiency rate in New Jersey.

Reward Schools in New Jersey were schools that demonstrated outstanding growth or achievement over the past three years. As of School Year 2014 – 2015 there were 17 Reward Schools (NJDOE, 2016). The two categories of Reward Schools included:

- 1) Highest-performing schools in New Jersey in terms of school wide proficiency, subgroup proficiency, and highest graduation rates.
- 2) Highest-performing schools in New Jersey that had the highest student growth as measured by their median Student Growth Percentile (SGP) in a three-year period (NJDOE, 2014).

The NYSED adopted the Federal classification in 2012 (NYSED, 2012; NYSED, 2016). Although New Jersey and New York used similar methodology in identifying Priority, Focus, and Reward Schools, there were differences. The biggest difference was that NYSED added Focus Districts. The New York Commissioner first identified school districts with schools with a combined Performance Index (PI) in ELA and math or had low graduation rates that placed the district among the lowest five percent of all school districts in New York. School Districts that had subgroups with a combined PI that placed the subgroup among the lowest five percent in the state were also identified as Focus School Districts. School Districts that had a Title I or Title I eligible secondary schools and were a Priority School within their district were automatically labeled a Focus District. Once a school district was identified as a Focus District, the school district, with the state commissioner's approval, identified the Focus Schools in their district (Schwartz, 2011). As of 2016, there were 46 secondary Priority Schools. Secondary Priority Schools included:

- 1) Lowest-Performing schools with the lowest school-wide proficiency rates in English Language Arts (ELA) and math combined for all students groups and failed to demonstrate progress over a number of years;
- 2) Had a combined Performance Index (PI) in ELA and math of 106 or below in the 2010 – 2011 School Year;

- 3) Had graduation rates below sixty percent for three consecutive years;
- 4) Schools that were rewarded a 1003 (g) School Improvement Grant (SIG);
- 5) Schools that made less than a four point gain in its 2010 – 2011 PI compared to its 2009 – 2010 PI.

New York State Education Department required at least five percent of the public schools be identified as Priority Schools. NYSED used a two-stage process to identify Focus School Districts and Focus Schools. For the purpose of this study, only public secondary Focus Schools were studied. As of 2016, there were 112 secondary Focus Schools. Focus Schools in New York had to meet the following criteria:

- 1) A public secondary school was located in a Focus District;
- 2) A school's student subgroup had a combined ELA and mathematics PI that placed the subgroup among the lowest five percent in the state for racial/ethnic subgroups, low-income students, students with disabilities, or English Learners;
- 3) A high school's graduation rate placed the school among the lowest five percent in the state for a subgroup of students;

In New York State, Reward Schools at the secondary level had to meet the following criteria:

- 1) The school's combined PI placed it among the top twenty percent in the State for the two past consecutive years;
- 2) The school made AYP with all groups on all measures for when it was accountable for each of the past two years;



- 3) The percentage of students who graduated with a Regents diploma equaled or exceeded 80% and the percentage of students who have graduated with a Regents diploma with advanced designation endorsement exceeded the state average;
- 4) The school did not have a gap in performance for subgroups larger than students not in a subgroup.

As of 2016, there were 107 secondary public schools in New York.

### **Summary**

Culture and climate are distinct and separate (Denison, 1996; Glisson, 2007; Schein, 2010; Schneider et al., 2013). Organizational climate describes the group's shared perception of their impact on their work environment (Denison, 1996; Glisson, 2007; Schneider et al., 2013). It is created when employees share the same perceptions of how the work environment affects them individually; it is a property of the individual (James et al., 1990; Glisson, 2007). Organization culture describes the norms, values, perceptions, practices, and accepted behavior that has been accepted by all employees in an organization (Denison, 1996; Gruenert, 2008; Glisson, 2007). The School Culture Survey (SCS) were used to measure the cultural perceptions of school faculty and the Rutgers Secondary Organizational Climate Descriptive Questionnaire (OCDQ-RS) were used to measure the openness of the school climate.

### CHAPTER III: METHODOLOGY

This chapter is divided into five sections: The first section lists the research questions that guided this study. The second section describes the participants and the rationale for the selection. The third section describes the data collection procedures to be used in the study. The fourth section describes the survey instruments used in collecting the data that were used in the study. The fifth section describes the data analysis. Finally, the summary section summarizes the chapter.

#### Research Questions

This study was a descriptive study of the organizational culture and climate of selected public secondary schools in New Jersey and New York. The study used the U.S. Department of Education's ESEA *flexibility* waiver criteria to define schools that consistently performed poorly, Priority Schools and Focus Schools, and schools that consistently performed well, Reward Schools. This study focused on the following questions:

- 1) What is the school climate of secondary public Priority Schools and Focus Schools as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?
- 2) What is the school climate of secondary public Reward Schools as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?
- 3) What is the school culture of secondary public Priority Schools and Focus Schools as measured by the School Culture Survey (SCS)?
- 4) What is the school culture of secondary Reward Schools as measured by the School Culture Survey (SCS)?

- 5) Does the school climate of secondary Priority Schools and Focus Schools differ from the school climate of Reward Schools?
- 6) If the school climate of secondary public Priority Schools and Focus Schools differ from the school climate of secondary public Reward Schools, what variables are statistically significant?
- 7) Does the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools?
- 8) If the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools, what variables are statistically significant?

### **Participants and Rational for Selection**

The participants used for this study were teachers in public high schools that were identified as Priority, Focus, or Reward Schools under the U.S. Department of Education ESEA *Flexibility* waiver definition in New Jersey and New York. The grades ranged from ninth grade to twelfth grade. Priority, Focus, and Reward schools were used in this study because they performed consistently poor or consistently well over a three year period. Using SEA's lists of Priority, Focus, and Reward schools from School Year 2015-2016, the population was comprised of 58 Priority Schools (12 from New Jersey and 46 from New York), 140 Focus Schools (28 from New Jersey and 112 from New York), and 124 Reward Schools (17 from New Jersey and 107 from New York; see Appendix H). To be consistent, only schools that met the U.S. Department of Education's definition of Priority, Focus, and Reward public secondary schools were considered. Secondary public schools from New Jersey and New York were used in this research to provide enough data for this study.

### **Data Collection Procedure**

Since there were a small number of schools in each category, all secondary public schools that were identified on the SEAs' Priority, Focus, and Reward Schools lists were included in this study. Before beginning the study, the principal received a letter (Appendix E) to request permission for their school to be used in the study. The principals were given a copy of the SCS and the OCDQ-RS to examine along with the purpose of the study and the directions for completing the surveys (Appendix F). The building principals were also given a postcard that asked the number of questionnaires needed and the number of years the principal served as the building principal if they wished to participate in the study. To provide an incentive for schools to participate, the building principal was told that once the study was approved by the committee and published they would receive a free copy to gain a better understanding of school climate and school culture. Schools were removed if the building principal had less than two years' of experience in that official capacity. It takes a few years for a building principal to affect changes in school climate (Gruenert, 2008; Schein, 2010). Schools that had return rates less than 35% were removed from the study. The population for each school is not known but the researcher assumes the data inside each sample are normal. The Central Limit Theorem would require at least 30 or more observations (Hinkle et al., 2003). When permission was granted, an appreciation letter was sent to the building principal (Appendix G) along with a packet of questionnaires and directions. The packet contained both sets of questionnaires collated in alternating survey instruments so each teacher had equal probability of receiving the SCS survey instrument or the OCDQ-RS survey instrument. The building principal was told the teachers would complete one of the two survey instruments: one measuring school culture or one measuring school climate. The building principal was told the survey instruments would take

approximately 10 minutes to complete. The building principal was told that participation was voluntary and participants' complete anonymity was guaranteed. They would not be asked to put their names on the questionnaires. To determine the category of school (Priority, Focus, or Reward) and where the questionnaires came from, the survey instruments were coded with an alphanumeric code that only the researcher knew. Before the participants completed the questionnaires, they were told the whole process would take less than 10 minutes to complete. Their participation was completely voluntary. Each school was given a numeric code (Appendix H) that was known only to the researcher. No school was identified by name in the study. Teachers were told there would be no direct benefits from being in the study. All completed surveys were put in a self-addressed envelope and mailed to the researcher.

Using paper and pencil instruments for this research was considered practical and reasonable. Because of the geographical distribution of the respondents and the time needed for teachers to complete and return the questionnaires, a quantitative method was the most cost effective way of gathering the data. Closed-ended questions from two questionnaires were preferred because of the sample size and the number of respondents from each school.

### **Survey Instruments**

The research instruments selected for this study were two questionnaires. The School Culture Survey (SCS) was used to analyze the school culture and the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS) was used to analyze the school climate

The School Culture Survey (SCS) is a 35 item descriptive questionnaire that measures six elements of a collaborative school climate. The six subtests measures: collaborative leadership; teacher collaboration; professional development; collegial support; unity of purpose; and

learning partnership. The teachers responded to the items along a 5-point Likert-type scale ranging from strongly disagree to strongly agree. The alpha coefficients of reliability for all six dimensions are high: collaborative leadership (.91); teacher collaboration (.83); professional development (.87); collegial support (.80); unity of purpose (.82); and learning partnership (.66).

The Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS) is a 34-item questionnaire that measures five elements of the openness of secondary school climate. The five elements are separated into two categories: principal behaviors and teacher behaviors. The five subtests measure: supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. Teachers and principal responded to the items along a 4-point Likert-type scale ranging from *rarely occurs* to *very frequently occurs*. The alpha coefficients of reliability for all five categories are relatively high: supportive principal behavior (.91), directive principal behavior (.87), engaged teacher behavior (.85), frustrated teacher behavior (.85), and intimate teacher behavior (.71).

### **Data Analysis**

The focus of this descriptive study was to describe the school climate and school culture in schools that consistently performed poorly in a three year period and schools that consistently has performed well. The unit analysis for this study was the school. Items on the questionnaires were worded to reflect the group's perception. The information from the questionnaires was analyzed using IBM's Statistical Package for the Social Sciences (SPSS) software and from the directions given by the authors of each survey instrument.

Research Questions 1 and 2 were analyzed using standardized scores (Z-Scores). Z-scores were used to describe the means of each the principal's and teachers' behavioral

characteristics from each category of schools. The research questions focused on school climate of secondary public schools using the standardized scores from the OCDQ-RS developed by Hoy et al. (1991). On the OCDQ-RS, the average school scores for each item were computed and all the scores were converted to standardized scores with a mean of 500 and a standard deviation of 100. The normative data used for the OCDQ-Rs were developed from a study by Hoy et al. (1991) from a sample of New Jersey schools used in developing the survey instrument. By standardizing the scores, it was easier to make direct comparisons among all schools. The mean scores and standard deviations for each dimension of climate are summarized in Table 6.

Table 6

*Norm Scores for the OCDQ-RS*

OCDQ Dimensions	Mean (M)	Standard Deviation (SD)
SUPPORTIVE PRINCIPAL BEHAVIOR (S)	18.19	2.66
DIRECTIVE PRINCIPAL BEHAVIOR (D)	13.96	2.49
ENGAGED TEACHER BEHAVIOR (E)	26.45	1.32
FRUSTRATED TEACHER BEHAVIOR (F)	12.33	1.98
INTIMATE TEACHER BEHAVIOR (Int)	8.80	0.92

*Note.* Hoy et al. (1991), p. 178

The following formulas are used to convert school's subtest scores to standardized scores (SdS) with a mean of 500 and a standard deviation of 100:

$$\text{SdS for S} = 100 (S - 18.19)/2.66 + 500;$$

$$\text{SdS for D} = 100 (D - 13.96)/2.49 + 500;$$

$$\text{SdS for E} = 100 (E - 26.45)/1.32 + 500;$$

$$\text{SdS for F} = 100 (F - 12.23)/1.98 + 500;$$

$$\text{SdS for Int} = 100 (\text{Int} - 12.33)/0.92 + 500.$$

With 500 being the standardized mean, the number of standard deviations was determined:

If the score was 200, it is lower than 99% of the schools;

If the score was 300, it is lower than 97% of the schools;

If the score was 400, it is lower than 84% of the schools;

If the score was 500, it is average;

If the score was 600, it is higher than 84% of the schools;

If the score was 700, it is higher than 97% of the schools;

If the score was 800, it is higher than 99% of the schools.

To interpret the standardized scores for the OCDQ-RS, a school score of 600 on Supportive Principal Behavior is one standard deviation from the average score on Supportive Principal Behavior in the sample. A school score of 600 in Supportive Principal Behavior may indicate that the building principal is more supportive than 84% of the other building principals in the study. As school score of 200 represents a school that is within three standard deviations below the mean on the subtest. A school score of 200 in Supportive Principal Behavior may indicate that the building principal is less supportive than 99% of the other building principals in the study (Hoy et al., 1991).

Research Questions 3 and 4 were analyzed using standardized scores (Z-Test). Z-scores were chosen to describe the means of each component of school culture for each group of schools. The research questions focusing on school culture of secondary public schools used the standardized means and standard deviations obtained from the Middle Level Leadership Center at the University in Columbia to compute standardized scores for six factors: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership (Gruenert, 1998; Valentine, 2006). The mean scores and standard deviations for each factor of school climate are summarized in Table 7.



Table 7

*Norm Scores for the SCS*

SCS Dimensions	Mean (M)	Standard Deviation (SD)
COLLABORATIVE LEADERSHIP (C)	3.64	.21
TEACHER COLLABORATION (T)	2.90	.44
PROFESSIONAL DEVELOPMENT (P)	3.95	.15
UNITY OF PURPOSE (U)	3.81	.07
COLLEGIAL SUPPORT (CS)	3.90	.21
LEARNING PARTNERSHIP (L)	3.31	.24

*Note.* Gruenert (1989), p. 96

The following formulas are used to convert school's subtest scores to standardized scores (SdS) with a mean of 500 and a standard deviation of 100:

$$\text{SdS for C} = 100(\text{C} - 3.64)/.21 + 500;$$

$$\text{SdS for T} = 100(\text{T} - 2.90)/.44 + 500;$$

$$\text{SdS for P} = 100(\text{P} - 3.95)/.15 + 500;$$

$$\text{SdS for U} = 100(\text{U} - 3.81)/.07 + 500;$$

$$\text{SdS for CS} = 100(\text{CS} - 3.90)/.21 + 500;$$

$$\text{SdS for L} = 100(\text{L} - 3.31)/.24 + 500.$$

Using standardized scores, the range of scores were determined:

If the score was 200, it is lower than 99% of the schools;

If the score was 300, it is lower than 97% of the schools;

If the score was 400, it is lower than 84% of the schools;

If the score was 500, it is average;

If the score was 600, it is higher than 84% of the schools;

If the score was 700, it is higher than 97% of the schools;

If the score was 800, it is higher than 99% of the schools.

To interpret the standardized scores for the SCS, a school score of 600 on Collaborative Leadership is one standard deviation from the average score on Collaborative Leadership in the sample. A school score of 600 in Collaborative Leadership would indicate that the building principal collaborates with his teachers more than 84% of the other building principals in the study. A school score of 200 represents a school that is within three standard deviations below the mean on the subtest. A school score of 200 in Collaborative Leadership would indicate that the building principal is less collaborative than 99% of the other building principals in the study. Multi-level regression analysis will be used to account for nested data.

Research Questions 5 and 7 were analyzed using the One-Way Analysis of Variance (ANOVA) test. The ANOVA tests was determined to be the best statistical instruments to compare the climate and culture of schools and to determine which components were statistically significant at .05 level of significance ( $\alpha = .05$ ). Nested data were not considered in this study because the collective teachers' responses came from 26 schools located in New Jersey and New York.

Research Questions 6 and 8 were analyzed using the ANOVA post hoc test Tukey HSD (Honestly Significant Difference) to determine which school climate and school culture dimensions were significantly different between Priority Schools, Focus Schools, and Reward Schools at the .05 level of significance ( $\alpha = .05$ ).

### **Summary**

The OCDQ-RS and the SCS survey instruments were used for this descriptive study to compare school climate and school culture for schools that perform poorly to schools that perform exceedingly well. The data in this study were collected from high school teachers in ninety-nine schools in New Jersey and New York during their faculty meeting. Teachers were

given one of two questionnaires to complete. Before beginning the survey, participants were told that all the information obtained was confidential and participation was voluntary. Data from Research Questions 1, 2, 3, and 4 were collected and analyzed using standardized scores obtained from the makers of the questionnaires to describe the separate components of each questionnaire. Data from Research Questions 5, 6, 7, and 8 were collected and analyzed using two-tailed T-Tests to compare school climate and school culture and to determine which components were statistically significant at .05 level of significance ( $\alpha = .05$ ). Factor analysis was used to illustrate the difference, if any, between the variables measured on the OCDQ-RS and SCS survey instruments.

## **CHAPTER IV: DATA ANALYSIS AND INTERPRETATION**

Chapter four presents the findings of this research study and present the analysis of the relationship between school climate and school culture of secondary public schools that consistently had poor student achievement to schools that consistently had high student achievement. This chapter is divided into four sections: (a) introduction, (b) descriptive statistics, (c) interpretation, and (d) summary.

### **Introduction**

The purpose of this study was to describe the school climate and school culture of secondary public schools that consistently performed poorly over a three year period and schools that were the highest-performing schools over a three year period. This study used the U.S. Department of Education's ESEA Flexibility Waiver criteria to define Priority Schools, Focus Schools, and Reward Schools. The study focused on selected public secondary schools in New Jersey and New York; a total of 137 school districts in New Jersey and New York (29 from New Jersey and 108 school districts in New York) were considered. Prior to beginning the study, school district superintendents for each school district were sent a letter (Appendix M) requesting permission to invite their secondary building to participate in the study. A follow-up email (Appendix N) was sent to each school district superintendent who did not reply by mail. The researcher contacted school district superintendents or their representatives by phone if they did not reply by letter or by email. Thirteen school district superintendents or their designated representatives gave the researcher permission to contact their building principals to invite their school to participate in the study. Once permission was received from Seton Hall University Institutional Review Board (IRB) to use the school districts, letters were sent to 166 building principals inviting their school to participate in the study. Twenty-six building principals agreed

to allow their schools to participate in the study (eleven Priority Schools, ten Focus Schools, and five Reward Schools). A packet containing instructions on how to administer the survey instruments, the SCS survey instruments, and the OCDQ-RS survey instruments was sent to each building principal. The instructions explained that teachers' and building principal's participation was voluntary and that each participant could skip a question if he did not feel comfortable in answering. To ensure anonymity, teachers were not allowed to mark the surveys with their names. Building principals were required to put their title on the surveys to identify their responses. Surveys were collated so that each teacher had a random chance of selecting one of the two surveys. A total of 627 teachers (from a population of 1,211) and 26 building principals from participating schools took part in the study (see Table 8). Appendix O gives the summary of teachers and building principal participation by school.

The unit of measure for this study was the teachers who participated in the study. Teachers were current employees with at least one year of teaching experience. Teacher responses from each type of school were used to do the statistical analysis for the 26 Priority, Focus, and Reward public secondary schools that participated in the study. Building principals were not considered in the study due to the low number of participants. Due to the low number of teachers participating in the study, the following information gleaned from this study may not be as accurate as a study with substantially more teachers participating.

Table 8

*Schools Participating in the Study*

Type of School	#	Teachers	Avg. Participants	Principals Per School
Sec Pub Priority Schools	10	242	24.2	10
Sec Pub Focus Schools	11	268	24.4	11
Sec Pub Reward Schools	5	117	23.4	5
Total	26	627	24.0	26

### Descriptive Statistics

The OCDQ-RS was used in this study to measure five dimensions of school climate openness: Supportive Principal Behavior (S); Directive Principal Behavior (D); Engaged Teacher Behavior (E); Frustrated Teacher Behavior (F); and Intimate Teacher Behavior (Int). Two of the dimensions, Supportive Principal Behavior and Directive Principal Behavior, were used to measure the behaviors of building principals. Three of the climate dimensions, Engaged Teacher Behavior, Frustrated Teacher Behavior, and Intimate Teacher Behavior, were used to measure the behavior of teachers. The independent variable in the study was the type of school and the dependent variables were the five dimensions from the OCDQ-RS survey instrument. Table 9 shows the descriptive statistics of means and standard deviations for each climate dimension that were used to measure the school openness.

Table 9

OCDQ-RS Descriptive Stats: Mean (M), Standard Deviation (SD), & Sampler Size (N)

Variable	M	SD	N
<b>PRIORITY SCHOOLS:</b>			125
Supportive Principal Behavior	16.75	2.28	
Directive Principal Behavior	16.30	2.36	
Engaged Teacher Behavior	25.81	3.04	
Frustrated Teacher Behavior	13.92	2.28	
Intimate Teacher Behavior	9.19	1.82	
<b>FOCUS SCHOOLS:</b>			141
Supportive Principal Behavior	17.41	3.59	
Directive Principal Behavior	15.81	2.73	
Engaged Teacher Behavior	25.55	3.66	
Frustrated Teacher Behavior	12.87	2.66	
Intimate Teacher Behavior	9.20	1.83	
<b>REWARD SCHOOLS:</b>			60
Supportive Principal Behavior	19.17	3.41	
Directive Principal Behavior	15.50	2.52	
Engaged Teacher Behavior	28.53	3.14	
Frustrated Teacher Behavior	13.17	2.63	
Intimate Teacher Behavior	9.38	1.77	
Total Participants			326

Table 10 shows the mean standardized scores (SdS) for school climate dimension where the schools subtests scores were converted to standardized scores with a mean of 500 and a standard deviation of 100.

Table 10

*OCDQ-RS Mean Standardized Scores (SdS) for Each Climate Dimension ( $\mu = 500, \sigma = 100$ )*

Variable	SdS	SD above/below the Standard Mean (Z-Scores)
<b>PRIORITY SCHOOLS:</b>		
Supportive Principal Beh.	445.94	-.54
Directive Principal Beh.	594.14	.94
Engaged Teacher Beh.	451.36	-.49
Frustrated Teacher Beh.	580.30	.80
Intimate Teacher Beh.	542.61	.43
<b>FOCUS SCHOOLS:</b>		
Supportive Principal Beh.	470.73	-.29
Directive Principal Beh.	574.24	.74
Engaged Teacher Beh.	431.52	-.68
Frustrated Teacher Beh.	527.03	.27
Intimate Teacher Beh.	543.32	.43
<b>REWARD SCHOOLS:</b>		
Supportive Principal Beh.	536.72	.37
Directive Principal Beh.	561.85	.62
Engaged Teacher Beh.	657.83	1.58
Frustrated Teacher Beh.	542.26	.42
Intimate Teacher Beh.	563.41	.63

*Note.* Behavior (Beh.)

The SCS was used in this study to measure six dimensions of a collaborative school culture: Collaborative Leadership (C); Teacher Collaboration (T); Professional Development (P); Unity of Purpose (P); Collegial Support (CS); and Learning Partnerships (P). One of the culture dimensions, Collaborative Leadership (C), was used to measure the collaborative leadership dimension of building principals. Five of the dimensions, Teacher Collaboration, Professional Development, Unity of Purpose, Collegial Support, and Learning Partnership were used to measure culture dimensions of teachers. The independent variable in the study was the type of

school and the dependent variables were the six dimensions of school culture. Table 11 shows the descriptive statistics of mean and standard deviations for each culture dimension that was used to measure the collaborative school culture.

Table 11

*SCS Descriptive Statistics: of Mean (M), Standard Deviation (SD), and Sample Size (N)*

Variable	M	SD	N
PRIORITY SCHOOLS:			117
Collaborative Leadership	3.53	.36	
Teacher Collaboration	3.00	.33	
Professional Development	3.85	.37	
Unity of Purpose	3.74	.35	
Collegial Support	3.92	.46	
Learning Partnership	3.35	.45	
FOCUS SCHOOLS:			127
Collaborative Leadership	3.50	.45	
Teacher Collaboration	3.12	.50	
Professional Development	3.79	.41	
Unity of Purpose	3.72	.39	
Collegial Support	3.71	.57	
Learning Partnership	3.06	.60	
REWARD SCHOOLS:			57
Collaborative Leadership	3.68	.35	
Teacher Collaboration	3.15	.36	
Professional Development	3.98	.35	
Unity of Purpose	3.76	.38	
Collegial Support	3.85	.39	
Learning Partnership	3.40	.34	
Total Participants			301

Table 12 shows the standardized scores for each school culture dimension where the schools subtests scores were converted to standardized scores with a mean of 500 and a standard deviation of 100.



Table 12

*SCS Mean Standardized Scores (SdS) for Each Culture Dimension ( $\mu = 500, \sigma = 100$ )*

Variable	SdS	SD above/below the Standard Mean (Z-Scores)
<b>PRIORITY SCHOOLS:</b>		
Collaborative Leadership	446.84	-.53
Teacher Collaboration	522.78	.23
Professional Development	429.56	-.70
Unity of Purpose	395.89	-1.04
Collegial Support	515.83	.09
Learning Partnership	517.24	.16
<b>FOCUS SCHOOLS:</b>		
Collaborative Leadership	432.14	-.68
Teacher Collaboration	550.44	.50
Professional Development	391.12	-1.09
Unity of Purpose	374.56	-1.25
Collegial Support	412.94	-.87
Learning Partnership	395.72	-1.02
<b>REWARD SCHOOLS:</b>		
Collaborative Leadership	521.05	.21
Teacher Collaboration	545.96	.46
Professional Development	517.54	.18
Unity of Purpose	432.50	-.67
Collegial Support	476.94	-.23
Learning Partnership	536.68	.37

Research Questions 1 – 4 used Z-Scores (Table 10 and Table 12) to describe the variation of the sample mean of each dimension from the normative mean of 500 and a standardized deviation of 100.

Research Question 1: *What is the school climate of secondary public Priority Schools and Focus Schools as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS)?*

Public secondary Priority and Focus Schools used in this study had standardized scores less than the normative mean (500) in Supportive Principal Behavior. Priority Schools were .54 standard deviations below the OCDQ-RS normative mean and Focus Schools, on average, scored

.29 standard deviations below the normative mean. This may indicate that teachers from Priority and Focus Schools viewed their building principals as less supportive to teachers when compared to average normative mean obtained from the OCDQ-RS survey instrument. Both sets of teachers viewed their building principals as providing less effort to motivate their teachers by using constructive criticism and not by showing a genuinely concerned with the personal and professional welfare of their teachers when compared to the average building principals.

Teachers from Priority Schools scored 445.94. Teachers from Priority Schools in general viewed their building principals as less supportive than 70.0% of other building principals based on the OCDQ-RS norm. Teachers from Focus Schools had a standardized score of 470.73 which might suggest that teachers from Focus public secondary schools viewed their building principals as less supportive than 61.4% of other building principals based on the OCDQ-RS norm.

Teachers from both Priority and Focus Schools viewed their building principals as more directive when compared to the normative mean. Both sets of teachers viewed their building principals as being rigid and domineering when supervising teachers and maintained close and constant control over their teachers and school activities when compared to average building principals. Teachers from Priority Schools had a standardized scored of 594.14 on Directive Principal Behavior which might signify that teachers viewed their building principals as being more directive than 82.6% of other building principals based on the OCDQ-RS norm. Teachers from Focus Schools scored 574.24 on Directive Principal Behavior which would suggest that teachers from Focus Schools viewed their building principals as being more directive than 77.0% of building principals based on the OCDQ-RS norm.

Both sets of teachers scored less than 500 in Engaged Teacher Behavior. Teachers from both Priority and Focus Schools were less likely to enjoy working with their colleagues and were

less supportive of their colleagues or their students when compared to teachers with a normative mean of 500. Teachers from Priority Schools scored 451.36 or .49 standard deviations below the normative mean which may indicate that teachers were less engaged with their colleagues or their students when compared to 70.9% of their colleagues in the study. Teachers from Focus Schools scored 431.52 or .68 standard deviations below the normative mean indicating they were less engaged with their colleagues or their students when compared to 75.2% of their colleagues in the study.

Teachers from Priority and Focus Schools scored higher than 500 in Frustrated Teacher Behavior. This would indicate that teachers, on average, viewed their building principals and colleague's actions as distracting from the basic task of teaching. They viewed routine duties, administrative paperwork, and nonteaching duties as being excessive. Teachers from Priority Schools scored 580.30 or .80 standard deviations above the mean and teachers from Focus Schools scored 527.03 or .27 standard deviations above the mean. Teachers from Priority Schools were more frustrated than 78.8% of the teachers in the study. Teachers from Focus Schools were more frustrated than 60.6% of the teachers in the study.

Teachers from both Priority and Focus Schools were more intimate with their colleagues when compared to average teachers with normative mean of 500. They tended to have a strong and cohesive network of social relationship with their colleagues. Teachers from Priority Schools scored 542.61 and were more intimate with their colleagues than 66.6% of teachers in the study based on the OCDQ-RS norm. Teachers from Focus Schools scored 543.32 and were more intimate with their colleagues than 66.6% of teachers in the study based on the OCDQ-RS normative mean.

In general, teachers from Priority and Focus schools viewed their building principals as being more directive and maintaining close and constant control over their performance and school activities when compared to other teachers in the study. They were less concerned about interacting with their colleagues or their students and appeared to be more frustrated in the basic task of teaching because of excessive administrative paperwork and nonteaching duties.

Research Question 2: *What is the school climate of secondary public Reward Schools as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?*

Teachers in Reward Schools scored 536.72 in Supportive Principal Behavior on the OCDQ-RS which were .37 standard deviations above the normative mean of 500. This would indicate that teachers in general viewed their building principal's efforts of using constructive criticism and setting an example through hard work as a positive way to motivate teachers. They viewed the building principal as helpful and concerned about the personal and professional welfare of teachers. Teachers from Reward Schools viewed their building principals as being more supportive than 64.4% of teachers in the study based on the OCDQ-RS norm.

Teachers from Reward Schools scored 561.85 or .62 standard deviations above the mean on Directive Principal Behavior. This may indicate that teachers from Reward Schools viewed their building principals as being rigid and maintaining close control over the day-to-day operations of education and school activities. They viewed their building principals, in general, as being more rigid than 73.2% of other building principals in the study based on the normative mean of 500.

When looking at Engaged Teacher Behavior, teachers from Reward Schools were more engaged in the day-to-day operations of the school. Teachers from Reward Schools scored

657.83 or 1.58 standard deviations above the normative mean of 500. They had high faculty morale and were proud of their school. They were more supportive of their colleagues and students and were committed to the success of their students. They had an optimistic view about the ability of their students' success. Teachers from Reward Schools were more engaged in the school than 94.3% of teachers in the study based on the normative mean.

Teachers from Reward Schools appeared to be more frustrated when compared to the normative mean of 500. On Frustrated Teacher Behavior, teachers from Reward Schools scored 542.26 or .42 standard deviations above the normative mean. This may suggest that teachers in Reward Schools viewed routine duties, administrative paperwork, and nonteaching duties as being excessive. Teachers from Reward Schools were more frustrated in the school than 65.9% of teachers in the study based on the normative mean.

Teachers from Reward Schools appeared to be more intimate with the colleagues and had a strong and cohesive network of social relationships with the faculty when compared to the normative mean of 500. Teachers from Reward Schools scored 563.41 or .63 standard deviations above the mean on the OCDQ-RS. Teachers from Reward Schools were more intimate with other faculty than 73.4% of teachers in the study based on the OCDQ-RS norm.

In general, teachers from Reward Schools viewed their building principals as more supportive and less directive than teachers from Priority and Focus Schools. Teachers from Reward Schools believed they were more engaged with their colleagues and students and were more committed to the student achievement. Although teachers considered their building principals to be more supportive than the normative mean, they viewed their building principals as maintaining close control over all teachers and school activities.

Research Question 3: *What is the school culture of secondary public Priority Schools and Focus Schools as measured by the School Culture Survey (SCS)?*

Public secondary Priority and Focus Schools used in this study had standardized scores less than the normative mean (500) in Collaborative Leadership. Priority Schools were .53 standard deviations below the SCS normative mean and Focus Schools, on average, scored .68 standard deviations below the normative mean. This may indicate that teachers from Priority and Focus Schools viewed their building principals as less collaborative to teachers when compared to average normative mean obtained from the SCS survey instrument. Scores below the SCS norm may signify that teachers viewed the building principals as not valuing teachers' ideas and input. Teachers from Priority and Focus Schools in general believed that there were few to no structures in place in schools that would allow teachers to be engaged in decision-making or rewarding teachers for risk-taking and innovative ideas when compared to normative mean. Teachers from Priority Schools scored 446.84 or .53 standard deviations below the normative mean. A score of 446.84 would indicate that teachers from Priority Schools viewed their building principals as being less collaborative than 70.2% of building principals based on the SCS norm. Teachers from Focus Schools scored 432.14 or .68 standard deviations below the normative mean of 500. This may signify teachers from Focus Schools viewed their building principals as being less collaborative than 75.2% of building principals based on the SCS norm.

Teachers from both Priority Schools and Focus Schools scored above the SCS normative mean of 500 on Teacher Collaboration. This might signify that teachers were engaged in constructive dialogue with their colleagues which improve education. There were processes in place that allow common planning time to observe and discuss teaching practices, and allows for teachers to evaluate programs together. Teachers from Priority Schools scored 522.78 on the

SCS or .23 standard deviations above the SCS normative mean. This may indicate that teachers from Priority Schools viewed teacher collaboration as being more collaborative than 59.1% of other teachers based on the SCS norm. Teachers from Focus Schools scored 550.44 or .50 standard deviations above the SCS norm. Teachers from Focus Schools viewed teacher collaboration as being more collaborative than 69.2% of other teachers based on the SCS normative mean of 500.

Teachers from both Priority and Focus Schools scored below the SCS normative mean on Professional Development. Teachers from Priority Schools scored 429.56 or .70 standard deviations below the SCS norm and Teachers from Focus Schools scored 391.12 which were 1.09 standard deviations below the SCS normative mean of 500. This might suggest that teachers from Priority and Focus Schools did not value continuous personal development and school-wide improvement when compared to average teachers. It would also indicate there may not be policies or structures in place for teachers to seek ideas from seminars, colleagues, or other professional sources.

Teachers from Priority and Focus Schools scored below the SCS normative mean on Unity of Purpose. Teachers from Priority Schools scored 395.89 or 1.04 standard deviations below the SCS norm. Teachers from Focus Schools scored 374.56 or 1.25 standard deviations below the SCS norm. This may indicate that teachers worked less toward a common mission of the school. Teachers may not understand or support the mission of their schools when compared to average teachers with a SCS normative mean of 500. Teachers from Priority Schools viewed Unity of Purpose as being less important than 85.1% of other teachers in the study based on the SCS normative mean of 500. Teachers from Focus Schools viewed Unity of Purpose as being less important than 89.4% of other teachers in the study based on the SCS norm.

Teachers from Priority Schools scored higher Collegial Support than teachers from Focus Schools and Reward Schools. Teachers scored 515.83 or .09 standard deviations above the SCS norm. This would suggest that teachers from Priority Schools valued each other's ideas and there were procedures in place to allow teachers to work collaboratively with their colleagues to accomplish tasks with the school setting. Teachers from Priority Schools viewed Collegial Support as being more supportive than 81.6% of other teachers based on the SCS normative mean of 500. Teachers from Focus Schools scored 412.94 or .87 standard deviations below the SCS normative mean. This may indicate that teachers viewed Collegial Support less important when compared to average teachers with a SCS normative mean of 500. Teachers from Focus Schools viewed Collegial Support as being less supportive than 80.8% of other teachers in the study based on the SCS norm.

Teachers from Priority Schools scored 517.24 or .16 standard deviations above the normative mean of 500 in Learning Partnerships. Teachers from Focus Schools scored 395.72 or 1.02 standard deviations below the SCS norm. Teachers from Priority Schools may have a better working relationship with parents and students and both work together toward increasing student achievement. It may also indicate there were policies and procedures in place at their schools to encourage teachers, parents, and students to work together. Teachers from Focus Schools may have less of a working relationship with parents and students than teachers of Priority Schools and the school may need to look at improving their policies or procedures that encourage better relationships between parents, students and teachers. Teachers from Priority Schools viewed the Learning Partnerships as being important more than 56.4% of other teachers in the study based on the SCS norm. Teachers from Focus Schools viewed Learning Partnerships as being less important than 84.6% of other teachers in the study based on the SCS norm.



Research Question 4: *What is the school culture of secondary public Reward Schools as measured by the School Culture Survey (SCS)?*

Teachers in Reward Schools scored higher in Collaborative Leadership, Teacher Collaboration, Professional Development, and Learning Partnerships than teachers from Priority Schools and Focus Schools. Teachers in Reward Schools scored 521.05 or .21 standard deviations above the SCS norm. This may suggest that teachers from Reward Schools viewed their building principals as being a collaborative leader that values teachers' ideas and sought their input. They viewed their building principals as being supportive and rewarding risk-taking and innovative ideas that are designed to improve student achievement. Their schools may have policies and procedures in place for teachers to participate in decision-making and reward teachers for risk-taking and implanting innovative ideas that improve student achievement. Teachers from Reward Schools viewed their building principals as having more Collaborative Leadership qualities than 57.9% of other teachers in the study based on the normative mean of 500.

Teachers from Reward Schools had a higher degree of teacher collaboration than teachers from Priority or Focus Schools. On the SCS, teachers from Reward Schools scored 545.96 or .46 standard deviations above the normative mean of 500. This might indicate that teachers had a higher degree of teacher engagement and constructive dialogue with their colleagues. There might be policies and procedures in place in the school that supports common planning time and supports sharing teaching practices among the teachers. Teachers from Reward Schools viewed teacher collaboration as being more collaborative than 67.7% of other teachers based on the SCS normative mean of 500.

Teachers from Reward Schools viewed Professional Development as more important than average teachers with a normative mean of 500. Teachers from Reward Schools scored 517.54 or .18 standard deviations above the SCS norm. This may suggest that teachers and building principals valued continuous personal development and school-wide improvement when compared to average teachers. It would also indicate there may be policies and procedures in place to reward teachers who sought ideas from seminars, colleagues, or other professional sources. Teachers from Reward Schools viewed Professional Development as being more important than 57.1% of other teachers based on the SCS normative mean of 500.

Teachers from Reward Schools scored below the SCS normative mean on Unity of Purpose. Teachers from Reward Schools scored 432.50 or .67 standard deviations below the SCS norm. This score might signify that teachers worked less toward a common mission of the school than average teachers with a normative mean of 500. Teachers may not understand or support the mission of their schools. This also might suggest that schools may not have policies in place that encouraged teachers to support the mission of the school. Teachers from Reward Schools viewed Unity of Purpose as being less important than 74.9% of other teachers in the study based on the SCS normative mean of 500.

Teachers from Reward Schools scored .23 standard deviations below the SCS normative mean in Collegial Support. This may indicate that teachers viewed working with their colleagues less important when compared to average teachers with a SCS normative mean of 500. Effective policies and procedures may not have been in place to support teachers sharing ideas or encouraging them to work together. Teachers from Reward Schools viewed Collegial Support as being less supportive than 59.1% of other teachers in the study based on the SCS norm.

Teachers from Reward Schools scored higher in Learning Partnerships than teachers from Priority or Focus Schools. Teachers from Reward Schools scored 536.68 or .37 standard deviations from the SCS normative mean of 500. This may indicate that teachers had a better working relationship with parents and students and shared common expectations on student achievement. Schools might have policies in place that fostered parent, student, and teacher communications. Teachers from Reward Schools viewed Learning Partnerships as being more important than 64.4% of other teachers in the study based on the SCS norm.

Research Question 5: *Does the school climate of secondary Priority Schools and Focus Schools differ from the school climate of Reward Schools?*

The One-Way Analysis of Variance (ANOVA) test was used to determine which school climate dimensions by type of school were statistically significant at the .05 significance level (Table 13). In this study, two school climate dimension means, Supportive Principal Behavior [ $F(2, 323) = 12.245, p < .001$ ] and Engaged Teacher Behavior [ $F(2, 323) = 18.194, p < .0001$ ] were statistically different between Priority, Focus, and Reward Schools. One school climate dimension, Frustrated Teacher Behavior [ $F(2, 323) = 5.976, p < .05$ ], was statistically different between Priority and Focus Schools. Two of the school climate dimensions, Directive Principal Behavior and Intimate Teacher Behavior, were not statistically significant at the .05 level and were not considered in the analysis.

Research Question 6: *If the school climate of secondary public Priority Schools and Focus Schools differ from the school climate of secondary public Reward Schools, what variables are statistically significant?*

The ANOVA post hoc test Tukey HSD (Honestly Significant Difference) was used to determine how significant the three school climate dimensions' means were from each other at

the .05 significance level (Table 14). In analyzing Supportive Principal Behavior, teachers from Reward Schools viewed their building principals as being more supportive than teachers from both Priority Schools and Focus Schools. Teachers from Reward Schools had a mean rating that was 2.415 points higher than the mean rating from teachers in Priority Schools. Teachers from Reward Schools had a mean rating that was 1.755 points higher than the mean rating than teachers in Focus Schools. Teacher in Reward Schools had a more positive view about their building principal's efforts of motivating teachers by using constructive criticism and setting an example through hard work than teachers from Priority Schools and Focus Schools. Figure 2 graphically shows the difference in the mean ratings in Supportive Principal Behavior climate dimension between the teachers from Priority Schools, Focus Schools, and Reward Schools.

Table 13

*ANOVA for Difference between School Climate Dimensions by Type of School*

Analysis of Variance for School Type (OCDQ – RS)		Sum of	df	Mean	F	Sig.
		Squares		Square		
Supportive Principal Behavior	Between Groups	237.602	2	118.801	12.245	.000
	Within Groups	3133.787	323	9.702		
	Total	3371.390	325			
Directive Principal Behavior	Between Groups	30.615	2	15.307	2.357	.096
	Within Groups	2097.278	323	6.493		
	Total	2127.893	325			
Engaged Teacher Behavior	Between Groups	406.160	2	203.080	18.194	.000
	Within Groups	3605.276	323	11.162		
	Total	4011.436	325			
Frustrated Teacher Behavior	Between Groups	75.561	2	37.780	5.976	.003
	Within Groups	2041.973	323	6.322		
	Total	2117.534	325			
Intimate Teacher Behavior	Between Groups	1.730	2	.865	.263	.769
	Within Groups	1064.015	323	3.294		
	Total	1065.745	325			

Teachers from Reward Schools had a more favorable view of their colleagues being more engaged in student and school success than teachers from Priority or Focus Schools. Teachers in Reward Schools had a mean rating that was 2.987 points higher than mean rating given by teachers from Priority Schools. Teachers from Reward Schools had a mean rating that was 2.725 points higher than the mean rating from teachers in Focus Schools. This would indicate that teachers in Reward Schools viewed their colleagues as showing higher faculty morale and being more committed to student achievement and school success.

Table 14

*Tukey HSD Analysis of Climate Dimension Means Between Type of Schools**Multiple Comparisons (OCDQ – RS)*

## Tukey HSD

Dependent Variable	(I) Type of School	(J) Type of School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Supportive Principal Behavior	Priority	Focus	-0.659	0.383	0.198	-1.56	0.24
		Reward	-2.415*	0.489	0	-3.57	-1.26
	Focus	Priority	0.659	0.383	0.198	-0.24	1.56
		Reward	-1.755*	0.48	0.001	-2.89	-0.62
	Reward	Priority	2.415*	0.489	0	1.26	3.57
		Focus	1.755*	0.48	0.001	0.62	2.89
Directive Principal Behavior	Priority	Focus	0.495	0.313	0.255	-0.24	1.23
		Reward	0.804	0.4	0.112	-0.14	1.75
	Focus	Priority	-0.495	0.313	0.255	-1.23	0.24
		Reward	0.309	0.393	0.712	-0.62	1.23
	Reward	Priority	-0.804	0.4	0.112	-1.75	0.14
		Focus	-0.309	0.393	0.712	-1.23	0.62
Engaged Teacher Behavior	Priority	Focus	0.262	0.41	0.799	-0.7	1.23
		Reward	-2.725*	0.525	0	-3.96	-1.49
	Focus	Priority	-0.262	0.41	0.799	-1.23	0.7
		Reward	-2.987*	0.515	0	-4.2	-1.77
	Reward	Priority	2.725*	0.525	0	1.49	3.96
		Focus	2.987*	0.515	0	1.96	4.01

		(Continued)					
Frustrated Teacher Behavior	Priority	Focus	2.987*	0.515	0	1.77	4.2
		Reward					
	Focus	Priority	-1.055*	0.309	0.002	-1.78	-0.33
		Reward	-0.301	0.388	0.717	-1.21	0.61
	Reward	Priority	-0.753	0.395	0.138	-1.68	0.18
		Focus	0.301	0.388	0.717	-0.61	1.21
Intimate Behavior	Priority	Focus	-0.007	0.223	1	-0.53	0.52
		Reward	-0.191	0.285	0.78	-0.86	0.48
	Focus	Priority	0.007	0.223	1	-0.52	0.53
		Reward	-0.185	0.28	0.787	-0.84	0.47
	Reward	Priority	0.191	0.285	0.78	-0.48	0.86
		Focus	0.185	0.28	0.787	-0.47	0.84

\*. The mean difference is significant at the 0.05 level.

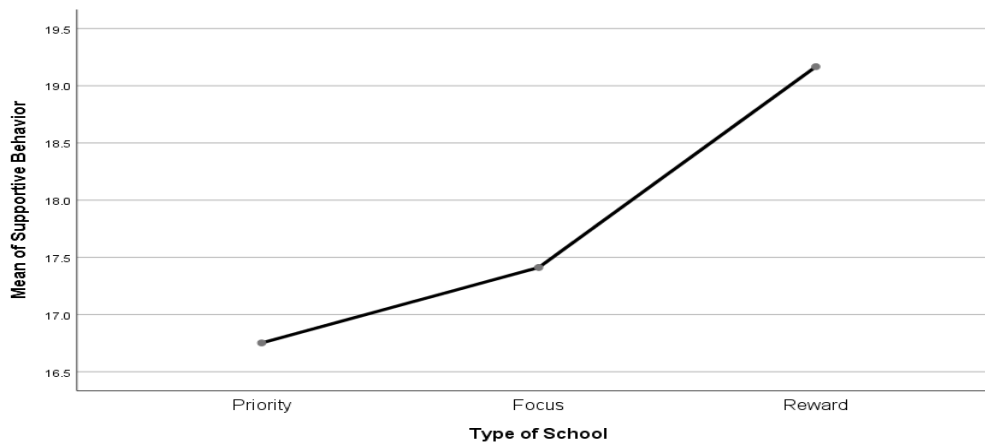
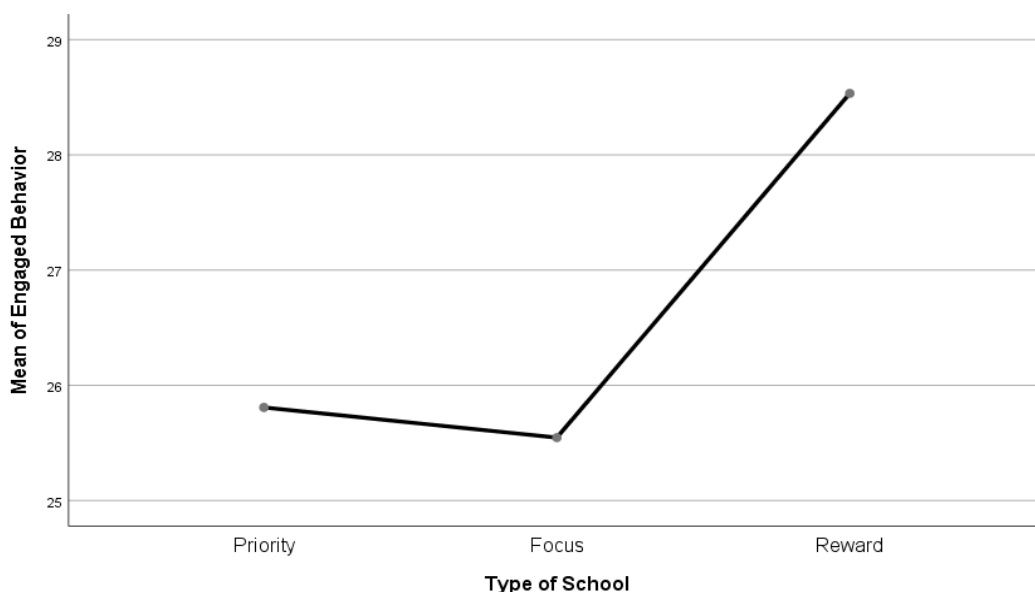


Figure 2. Supportive Principal Behavior Mean Plot.

Figure 2 graphically shows the difference in the mean ratings in Supportive Principal Behavior. Figure 3 graphically shows the difference in the mean ratings in Engaged Teacher Behavior climate dimension between the teachers from Priority Schools, Focus Schools, and Reward Schools.



*Figure 3.* Engaged Teacher Behavior Mean Plot.

There was one school climate dimension, Frustrated Teacher Behavior, which was statistically different at the .05 significance level between Priority Schools and Focus Schools. Teachers from Priority Schools were more frustrated in the day-to-day operations of the school than teachers from Priority Schools. Teachers in Priority Schools viewed routine duties, administrative paperwork, and assigned nonteaching duties as being excessive. They also viewed the behaviors of their colleagues as being more annoying than teachers from Focus Schools. Teachers from Priority Schools had a mean rating in Frustrated Teacher Behavior that was 1.055 points higher than the mean rating from teachers in Focus Schools. Figure 3 graphically shows the difference in the mean ratings in Engaged Teacher Behavior school climate dimension between the teachers from Priority Schools and Focus Schools. Figure 4 graphically shows the difference in the mean ratings in Frustrated Teacher Behavior school climate dimension between the teachers from Priority Schools and Focus Schools.

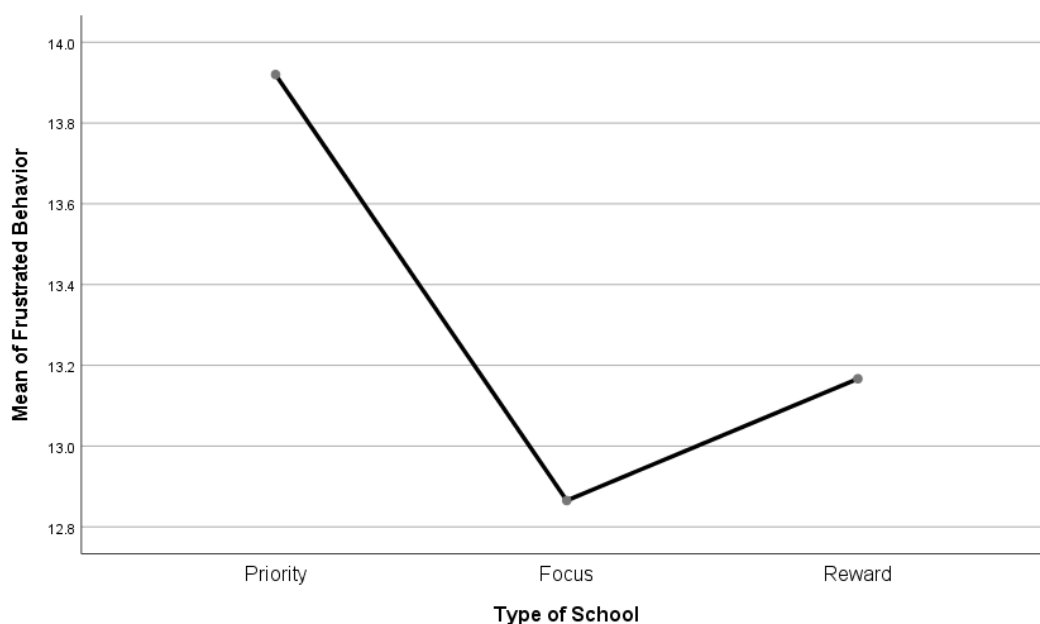


Figure 4. Frustrated Teacher Behavior Mean Plot.

Research Question 7: *Does the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools?*

The ANOVA test was used to determine which school culture dimensions by type of school were statistically significant at the .05 significance level (Table 15). Collaborative Leadership [ $F(2, 298) = 4.484, p < .05$ ] was statistically different between Priority, Focus, and Reward Schools. Two school culture dimension means, Professional Development [ $F(2, 98) = 4.444, p < .05$ ] and Learning Partnerships [ $F(2, 298) = 13.499, p < .01$ ], were statistically different between Reward Schools and Focus Schools. One school culture dimension means, Collegial Support [ $F(2, 298) = 5.248, p < .05$ ], was statistically different between Priority and Focus Schools. Two of the school culture dimensions, Teacher Collaboration and Unity of Purpose, were not statistically significant at the .05 level and were not considered in the analysis.



Table 15

*ANOVA of Variance Between School Culture Dimension Means By Type of School*

		Analysis of Variance for School Type (SCS)				
		Sum of Squares	df	Mean Square	F	Sig.
Collaborative Leadership	Between Groups	1.424	2	.712	4.484	.012
	Within Groups	47.304	298	.159		
	Total	48.727	300			
Teacher Collaboration	Between Groups	.838	2	.419	2.413	.091
	Within Groups	51.747	298	.174		
	Total	52.585	300			
Professional Development	Between Groups	1.322	2	.661	4.444	.013
	Within Groups	44.330	298	.149		
	Total	45.652	300			
Unity of Purpose	Between Groups	.069	2	.034	.250	.779
	Within Groups	41.082	298	.138		
	Total	41.151	300			
Collegial Support	Between Groups	2.608	2	1.304	5.248	.006
	Within Groups	74.052	298	.248		
	Total	76.660	300			
Learning Partnerships	Between Groups	6.793	2	3.396	13.499	.000
	Within Groups	74.973	298	.252		
	Total	81.766	300			

Research Question 8: *If the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools, what variables are statistically significant?*

The ANOVA post hoc test Tukey HSD was used to determine how significant the three school culture dimensions' means for Priority, Focus, and Reward Schools were from each other at the .05 significance level (Table 16). In analyzing Collaborative Leadership, teachers from Reward Schools viewed their building principals as being slightly more collaborative than teachers from both Priority Schools and Focus Schools. Teachers from Reward Schools had a

mean rating that was 0.156 points higher than the mean rating from teachers in Priority Schools and mean rating that was 0.187 points higher than the mean rating than teachers in Focus Schools. Teacher in Reward Schools had a slightly more positive view about their building principal being more engaged in a constructive dialogue with their teachers and sought their input to improve student achievement and school performance. Figure 5 graphically shows the difference in the mean ratings in Collaborative Leadership climate dimension between the teachers from Priority Schools, Focus Schools, and Reward Schools.

Table 16

*Tukey HSD Analysis of School Cultural Dimensions Between Type of Schools*

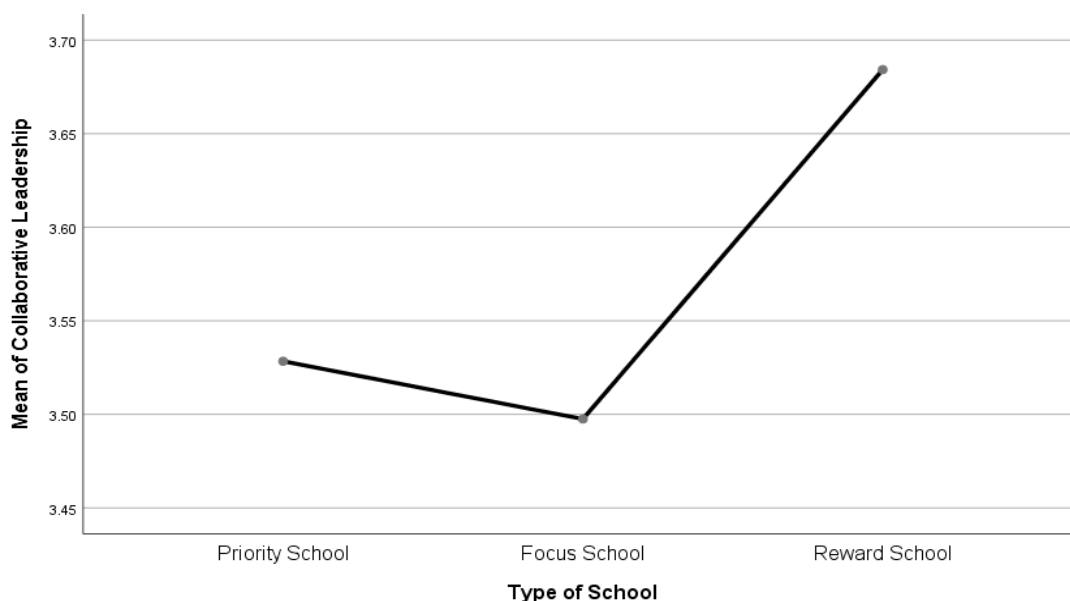
Multiple Comparisons (SCS)							
Tukey HSD							
Dependent Variable	(I) Type of School	(J) Type of School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Collaborative Leadership	Priority School	Focus School	0.031	0.051	0.818	-0.09	0.15
		Reward School	-.156*	0.064	0.042	-0.31	0
	Focus School	Priority School	-0.031	0.051	0.818	-0.15	0.09
		Reward School	-.187*	0.064	0.01	-0.34	-0.04
	Reward School	Priority School	.156*	0.064	0.042	0	0.31
		Focus School	.187*	0.064	0.01	0.04	0.34
Dependent Variable	(I) Type of School	(J) Type of School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Teacher Collaboration	Priority School	Focus School	-0.096	0.053	0.175	-0.22	0.03
		Reward School	-0.128	0.067	0.14	-0.29	0.03

(Continued)							
	Focus School	Priority School	0.096	0.053	0.175	-0.03	0.22
		Reward School	-0.032	0.066	0.877	-0.19	0.12
	Reward School	Priority School	0.128	0.067	0.14	-0.03	0.29
		Focus School	0.032	0.066	0.877	-0.12	0.19
	Priority School	Focus School	0.056	0.049	0.498	-0.06	0.17
		Reward School	-0.128	0.062	0.103	-0.27	0.02
Professional Development	Focus School	Priority School	-0.056	0.049	0.498	-0.17	0.06
		Reward School	-.183*	0.061	0.009	-0.33	-0.04
	Reward School	Priority School	0.128	0.062	0.103	-0.02	0.27
		Focus School	.183*	0.061	0.009	0.04	0.33
	Priority School	Focus School	0.015	0.048	0.944	-0.1	0.13
		Reward School	-0.026	0.06	0.899	-0.17	0.11
Unity of Purpose	Focus School	Priority School	-0.015	0.048	0.944	-0.13	0.1
		Reward School	-0.042	0.059	0.761	-0.18	0.1
	Reward School	Priority School	0.026	0.06	0.899	-0.11	0.17
		Focus School	0.042	0.059	0.761	-0.1	0.18
Dependent Variable	(I) Type of School	(J) Type of School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Collegial Support	Priority School	Focus School	.204*	0.064	0.004	0.05	0.35
		Reward School	0.068	0.081	0.676	-0.12	0.26

(Continued)							
Learning Partnerships	Focus School	Priority School	-.204*	0.064	0.004	-0.35	-0.05
		Reward School	-0.136	0.079	0.201	-0.32	0.05
	Reward School	Priority School	-0.068	0.081	0.676	-0.26	0.12
		Focus School	0.136	0.079	0.201	-0.05	0.32
	Priority School	Focus School	.285*	0.064	0	0.13	0.44
		Reward School	-0.051	0.081	0.805	-0.24	0.14
	Focus School	Priority School	-.285*	0.064	0	-0.44	-0.13
		Reward School	-.336*	0.08	0	-0.52	-0.15
	Reward School	Priority School	0.051	0.081	0.805	-0.14	0.24
		Focus School	.336*	0.08	0	0.15	0.52

\*. The mean difference is significant at the 0.05 level.

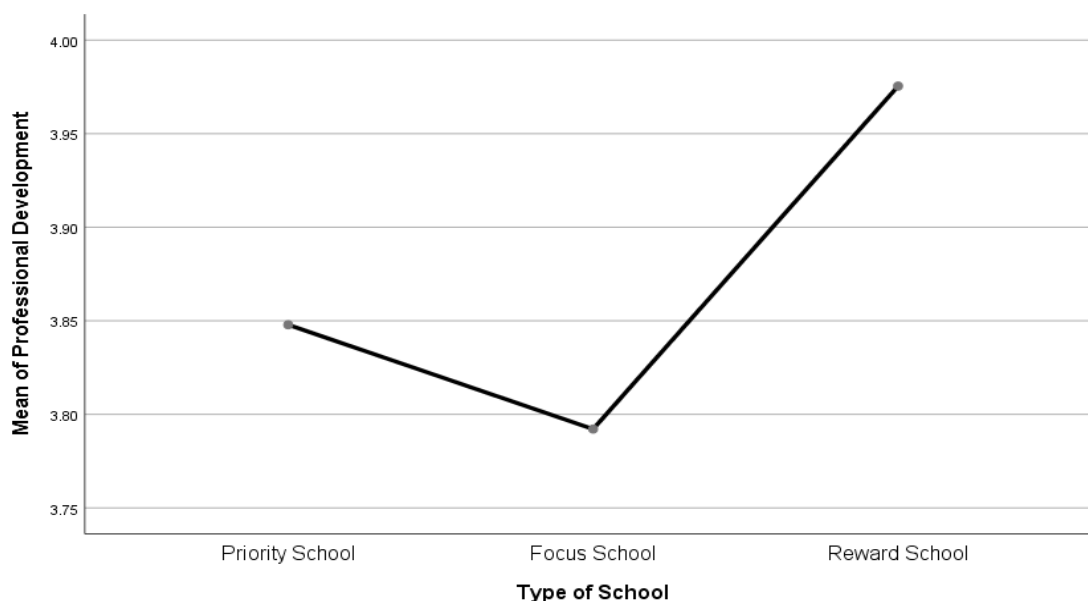
In the Professional Development dimension, teachers in Reward Schools had a mean rating that was .183 points higher than teachers from Focus Schools at the .05 significance level. There was no statistically significant difference between the mean ratings of teachers in Reward Schools and teachers in Priority Schools. Teachers from Reward Schools viewed personal and school-wide improvements programs slightly more important than teachers from Focus Schools.



*Figure 5. Collaborative Leadership Mean Plot.*

Figure 6 graphically shows the difference in the mean ratings in the Professional Development dimension between the teachers from Priority Schools, Focus Schools, and Reward Schools.

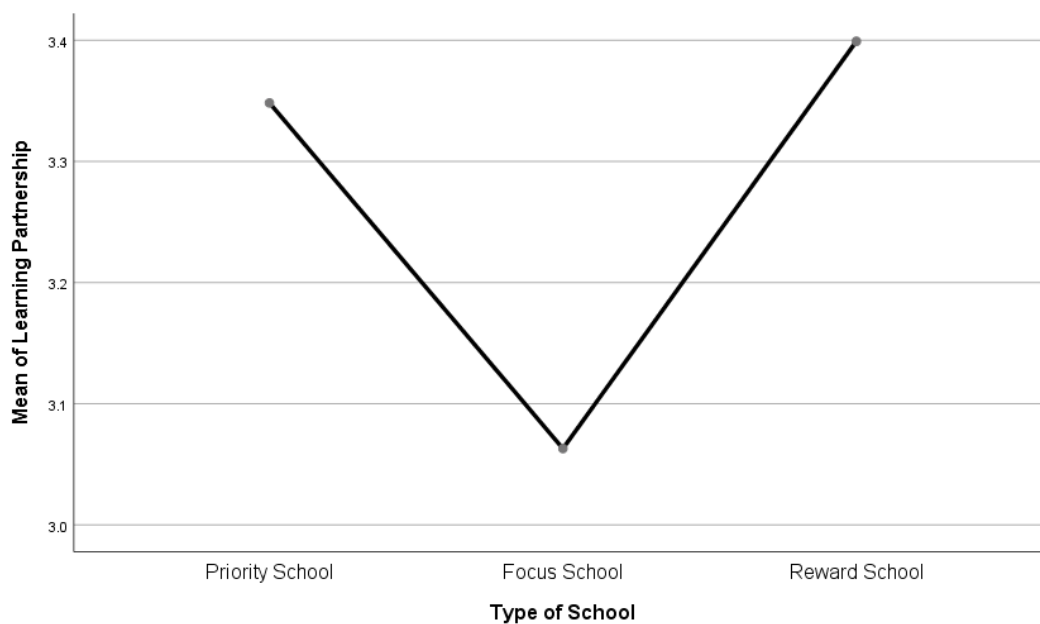
There was a statistically significant difference in mean scores in Learning Partnership between teachers in Reward Schools and teachers in Focus Schools at the .05 significance level. Teachers from Reward Schools had a mean rating that was .336 points higher than teachers from Focus Schools at the .05 significance level. There was no statistically significant difference between the mean ratings of teachers in Reward Schools and teachers in Priority Schools. There was a statistically significant difference between the mean ratings of teachers in Priority and Focus Schools. Teachers in Priority schools had a mean rating that was .285 points higher than the mean rating of teachers in Focus Schools.



*Figure 6. Professional Development Mean Plot.*

Teachers in Reward Schools had a slightly more positive view that they had a better relationship with parents and students and they shared common expectations about student achievement than teachers from Focus Schools. Teachers from Priority Schools had a slightly more positive view that they had a better relationship with their students and parents than teachers from Focus Schools. Figure 7 graphically shows the difference in the mean ratings in Learning Partnership dimension between the teachers from Priority Schools, Focus Schools, and Reward Schools.

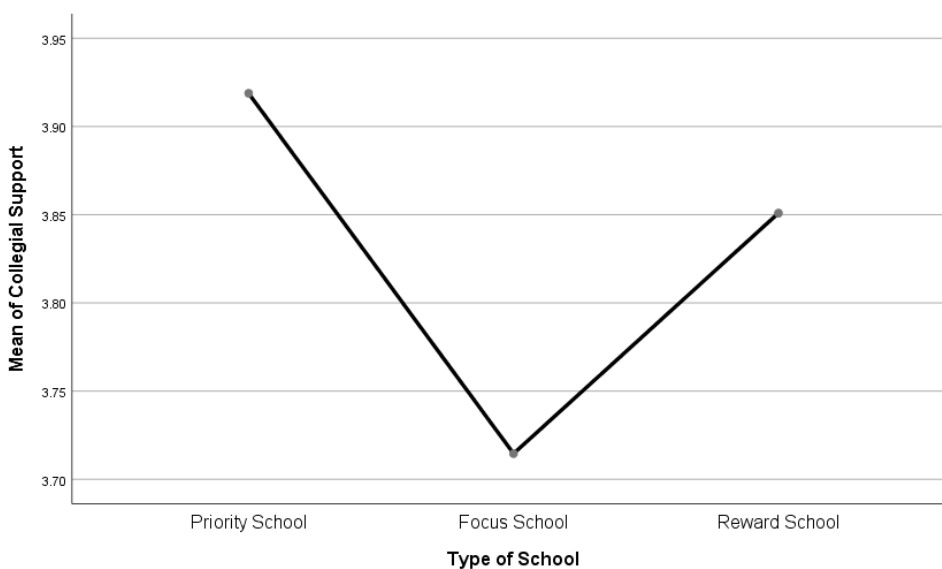
There was a statistically significant difference in Collegial Support dimension means between teachers in Priority and Focus Schools. Teachers in Priority Schools had a mean rating in Collegial Support that was .204 points higher than the mean ratings from teachers in Focus Schools. Teachers from Priority Schools had a slightly better view of teachers trusting their colleagues and valuing each other's ideas.



*Figure 7. Learning Partnership Mean Plot.*

There was no statistically significant difference between the mean scores of teacher in Reward School and teachers from Focus and Priority Schools at the .05 significance level.

Figure 8 graphically shows the difference in the mean ratings in Collegial Support dimension between the teachers from Priority Schools, Focus Schools, and Reward Schools.



*Figure 8. Collegial Support Mean Plot.*

### Interpretation

The OCDQ-RS is based on the typology developed by Hoy et al. (1991) of school climate using the concept of opened and closed behaviors of building principals and teachers behaviors (Figure 1). Figure 9 shows where each type of school would be located in the Typology of School Climates based on the data analysis from this study.

Reward Schools had open school climates. Teachers from Reward Schools had a mean score that was .36 standard deviations above the normative mean of 500 in Supportive Principal Behavior, 1.58 standard deviations above the normative mean in Engaged Teacher Behavior, and .63 standard deviations above the normative mean in Intimate Teacher Behavior. The teachers also scored .63 standard deviations above the mean in Directive Principal Behavior.

		<u>Principal Behavior</u>	
		Open	Closed
<u>Teacher Behavior</u>	Open	<i>Open Climate</i> <b>RS</b>	<i>Engaged Climate</i> <b>FS &amp; PS</b>
	Closed	<i>Disengaged Climate</i>	<i>Closed Climate</i>

Figure 9. Typology of School Climate for Priority Schools (PS), Focus Schools (FS), and Reward Schools (RS).

Reward Schools had a high degree of trust, esprit de corps, collaboration, and engagement with all members of school. They had a strong sense of teacher efficacy and were actively engaged in teaching students (high engagement). Their building principals were supportive and were genuinely concerned for the welfare of the members of their school (high intimacy). Building principals were actively engaged in the learning process (high engagement).



Teachers had a strong cohesive network of social relationships with their colleagues (high intimacy). Building principals listened to their teachers' ideas and provided support and praise to the teachers. Reward Schools was located near Engaged Climate because teachers had a slightly higher mean in Directive Principal Behavior and Frustrated Teacher Behavior than the normative mean. Teachers viewed their building principals having close control over them and were burdening them with unnecessary busy work.

Reward Schools had a collaborative school culture where building principals valued teachers' ideas and sought their input. There were procedures in place for teachers to be involved in decision-making and rewarded teachers for risk-taking and trying new ideas designed to improve student performance. Teachers valued continuous personal development and school-wide improvement policies that improve school performance. Teachers continuously sought ideas from seminars, colleagues, and other professional sources to maintain current knowledge of best practices that improved student performance. Reward Schools had school cultures that fostered teacher, parents, and students working together to improvement student achievement. Teachers, parents, and students shared common expectations and communicated frequently about student performance. Reward Schools had two mean scores, Unity of Purpose and Collegial Support, which were slightly below the normative mean of 500. Teachers were less likely to work toward the school's mission than the average school with a normative mean of 500 and teachers may not have valued each other's ideas when compared to schools with a normative mean of 500.

Focus Schools and Priority Schools had engaged school climates. Teachers from Focus Schools had mean score that was .74 standard deviations above the normative mean in Directive Principal Behavior and a mean score of .94 standard deviations above the normative mean in

Intimate Teacher Behavior. Teachers from Priority School had a mean score that was .94 standard deviations above the normative mean in Directive Principal Behavior and a mean score of .43 standard deviations above the normative mean in Intimate Teacher Behavior. Teachers from Priority and Focus Schools had mean scores higher than the normative mean in Frustrated Teacher Behavior. This would suggest that Priority Schools and Focus Schools were located near the Closed Climate region. Focus Schools and Priority Schools had school climates where teachers viewed their building principals as rigid and authoritarian (high directedness) and were unresponsive to teachers' and students' needs. Teachers often viewed their building principals burdening them with unnecessary busy work (low supportiveness). Teachers on the other hand respected their colleagues and many teachers were friends (high intimacy).

Priority Schools and Focus Schools had school cultures that supported teachers collaborating with their colleagues on developing strategies to improve school performance. There were procedures in place to allow teachers the opportunity to dialogue and plan with their colleagues on developing strategies to improve student and school performance. Their school culture supported team work by allowing teachers to have common planning time and allowing teachers to observe their colleagues and evaluate programs together. Priority Schools had a school culture that allowed teachers to work effectively. They trusted each other and worked collaboratively together to accomplish the tasks of the school. Both Priority and Focus Schools had school cultures that did not encourage teachers to actively seek ideas on current best practices through seminars or other professional sources.

The ANOVA tests were used to determine which school culture dimensions and school climate dimensions were statistically different between school types at the .05 significant level. Three school culture dimensions, Supportive Principal Behavior, Engaged Teacher Behavior,

and Frustrated Teacher Behavior were statistically significant (Table 13). The ANOVA post hoc test Tukey HSD was used to compare the means for each type of school. Teachers from Reward Schools had mean scores in two climate dimensions, Supportive Principal Behavior and Engaged Teacher Behavior that were statistically higher than the teachers' means in Priority School and Focus Schools at the .001 significant level. This would indicate the school climate of secondary Reward Schools differed from Priority Schools and Focus schools in at least two climate dimensions. Teachers from Reward Schools viewed their building principals as being genuinely concerned with the personal and professional welfare of teachers and motivated their teachers by using constructive criticism and set the example through hard work.

One climate dimension, Frustrated Teacher Behavior, was statistically different between Focus Schools and Priority Schools at the .005 significant level. Teachers from Priority Schools had a mean score slightly higher than the mean score from teachers from Focus Schools. This might suggest teachers from Priority Schools were more frustrated with the interference of administrators and colleagues distracting from the basic task of teaching. They viewed routine duties, administrative paperwork, and assigned nonteaching duties as being excessive when compared to teachers from Focus Schools.

One school culture dimension, Collaborative Leadership, was statistically different between Priority and Focus Schools at the .005 significance level. Teachers at Reward Schools had a slightly higher mean score than the mean score from teachers from both Priority and Focus Schools. Teachers from Reward Schools viewed their building principals as valuing teachers' ideas and input and there were procedures in place to allow teachers to participate in decision-making. School principals rewarded risk-taking and innovative ideas that improved student achievement. Two school culture dimensions, Professional Development and Learning

Partnerships, were statistically different between Reward Schools and Focus Schools at the .005 significance level. Teachers from Reward schools had a higher mean score than teachers from Focus Schools. Teachers from Reward Schools valued continuous personal development and school-wide improvement programs slightly more than teachers from Focus Schools. This would indicate there were procedures in place to provide incentives for teachers in Reward Schools to seek personal professional sources to maintain current knowledge on instructional practices. Teachers from Reward Schools had a higher mean score on Learning Partnerships than teachers from Focus Schools. Teachers from Reward Schools believed they had a better working relationship with students, parents, and their colleagues than teachers in Focus Schools.

### **Summary**

The OCDQ-RS questionnaire was used to describe five dimensions of openness in school cultures and the SCS questionnaire was used to describe six dimensions of collaborative school cultures in selected public secondary public Priority, Focus, and Reward Schools in New Jersey and New York. A total of 326 teachers completed the OCDQ-RS questionnaire and 301 teachers completed the SCS questionnaire. The independent variable was the type of school and the five climate dimensions and the six culture dimensions were the dependent variables.

Reward Schools had open school climates and collaborative school cultures. Teachers viewed their building principals as being more supportive and were genuinely concerned about the personal and professional welfare of their faculty than building principals from Priority and Focus Schools. Teachers from Reward Schools had a high degree of trust, esprit de corps, and teacher efficacy. They were supportive of their colleagues and were committed to the success of their students. Reward Schools had collaborative school cultures where the building principals valued teachers' ideas and sought their input. There were procedures in place for teachers to be

involved in decision-making. Teachers valued continuous personal development and school-wide improvement policies and they continuously sought ideas from seminars, colleagues, and other professional sources. Teachers had mean scores that were slightly higher than the normative score of 500 in Directive Principal Behavior and Frustrated Teacher Behavior. Teachers viewed their building principals burdening them with unnecessary busy work. The ANOVA post hoc test Tukey HSD showed that Reward Schools had two school climate dimensions, Supportive Principal Behavior and Teacher Engaged Behavior, were statistically higher than the mean scores of teachers from Priority and Focus Schools at the .001 significance level. One school culture dimension, Collaborative Leadership, was statistically higher than the mean scores of teachers from Priority and Focus Schools at the .005 significance level.

## **CHAPTER V: DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS**

Chapter five presents the summary of the study, problem statement, discussions of the findings, implications of the study, and provides recommendations for future study. This chapter is divided into eight sections: (1) Introduction, (2) Statement of Problem, (3) Discussion, (4) Implications, (5) Limitations of Study, (6) Recommendations for Practice, (7) Recommendations for Policy, and (8) Recommendations for Future Research.

### **Introduction**

It would be difficult for building principals to find any school activity that is not directly or indirectly affected by school climate and school culture (Wang et al., 1997; Gruenert, 1998; Sweetland & Hoy, 2000; Kytte & Bogotech, 2000). Many building principals and teachers who have tried to implement school reforms have been unsuccessful because they failed to take in account school climate and school culture (Sarason, 1996; Gruenert, 1998; Kelley et al., 2005). Researchers and educational theorists have often used the school climate and school culture interchangeably for many years. School culture and school climate are distinct and separate (Denison, 1996; Glisson, 2007; Schein, 2010; Schneider et al., 2013). Ehrhart et al. (2013) defined organizational climate as “the shared meaning organizational members attach to the events, policies, practices, and procedures they experience and the behaviors they see being rewarded, supported, and expected” (p. 69). Organizational climate is created when employees share the same perceptions of how the work environment affects them individually (James et al., 1990; Glisson, 2007; Aarons & Sawitzky, 2006). Organizational culture describes the norms, values, perceptions, practices, written and unwritten rules, symbols, and behavior that have been accepted by all employees in the organization. Organizational culture is developed over time as the organization interacts with their internal and external environment. Organizational culture

develops as employees and leaders develop strategies on what is needed to be successful as the organization interacts with their internal and external environment. Over time, these strategies, norms, behaviors become written and unspoken rules that all employees adapt by observing others within the organization (Schein, 2000).

School climate can play a significant role in shaping school culture (Gruenert, 2008; Schein, 2010). It takes about one to three years to affect change in school climate and it takes about three to five years to affect change in school culture (Schein, 2010). School climate is the main leverage to changing school culture; if teachers and school leaders would like to change the school culture, they must begin by changing the school climate (Gruenert, 2008). School culture is what allows schools to build and sustain high student achievement for many years. School climate and school culture can be key factors in improving student achievement.

The Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS), used in this study, was developed by the Hoy et al. (1991) and measures the openness of school climate for high schools. The OCDQ-RS has 34 Likert-type items separated into five climate dimensions that measure the openness of secondary school climate (Table 2). The survey instrument measures two building principal behaviors (supportive and directive) and three teacher behaviors (Engaged, Frustrated, and Intimate). The School Culture Survey (SCS) questionnaire, used in this study to gather information about school culture, was developed by Gruenert and Valentine at the Middle Level Center at the University of Missouri (Gruenert, 1998; Valentine, 2006). The SCS has 35 Likert-type items separated into six culture dimensions and measured Collaborative Leadership, Teacher Collaboration, Professional Development, Collegial Support, Unity of Purpose, and Learning Partnerships.

This study used the U.S. Department of Education's ESEA flexibility Waiver criteria to define Priority Schools, Focus Schools, and Reward Schools. The study focused on secondary public Title I schools that had poor student achievement over a three year period, Priority and Focus Schools, and Title I schools that had high student achievement over a three year period. This study used the U.S. Department of Education's ESEA flexibility Waiver criteria to define Priority Schools, Focus Schools, and Reward Schools. A total of 627 teachers participated in the study, 326 teachers completed the OCDQ-RS and 301 teachers completed the SCS. Twenty-six building principals participated in the study and were not used in the study. The independent variables in the study were the type of school and the dependent variables were the five climate dimensions and the six culture dimensions.

### **Statement of the Problem**

Most studies that exist look specifically at school climate and school culture as separate entities and their relationship to school or teacher performance. A dearth of research exists studying the relationship between school climate and school culture with secondary schools that perform poorly and schools that perform well in secondary public schools (Cohen et al., 2009; Thiec, 1995). This study collected and described school climate and school culture of secondary public schools that consistently performed poorly in school in New Jersey and New York and schools that have consistently shown growth and strong academic achievement.

### **Discussion**

Due to the low number of teachers participating in the study, the information gleaned from this study may not be as accurate as a study with substantially more teachers participating. The following information was obtained from the 627 teachers that did participate in the study.



Reward Schools had an open school climate and a collaborative school culture (Figure 9). Teachers from Reward Schools had a mean score that was slightly above the normative mean of 500 in Supportive Principal Behavior, a mean score that was moderately above the normative mean in Engaged Teacher Behavior, and a mean score that was moderately above the normative mean in Intimate Teacher Behavior. Teachers viewed their building principals as supportive and were genuinely concerned for the welfare of the members of their school. Building principals listened to their teachers' ideas and provided support and praise to the teachers. Teachers had a high degree of trust, collaboration, and were engaged in teaching students. Teachers had a strong cohesive network of social relationships with their colleagues and worked with their colleagues and building principal to improve school performance. Teachers had mean scores that were slightly higher than the normative score of 500 in Directive Principal Behavior and Frustrated Teacher Behavior. Teachers viewed their building principals as having close and constant control over school activities and were burdening them with unnecessary busy work. The ANOVA post hoc test Tukey HSD showed that Reward Schools had two climate dimensions, Supportive Principal Behavior and Engaged Teacher Behavior, which were statistically different than the mean scores from Priority and Focus Schools at the .001 significance level.

Reward Schools had mean scores in four culture dimensions, Collaborative Leadership, Teacher Collaboration, Professional Development, and Learning Partnership, which were slightly above the normative mean. Teachers viewed their building principals valuing teachers' ideas and sought their input. There were procedures in place for teachers to be involved in decision-making and rewarded teachers for taking risks and trying new ideas designed to improve student achievement. Teachers valued continuous personal development and school-wide improvement policies. Reward Schools had school cultures that supported teacher, parent,

and student relationships and supported all parties to work together to improve school performance and student achievement. Reward Schools had mean scores in two culture dimensions, Unity of Purpose and Collegial Support, which were slightly below the normative mean. This may indicate there were not procedures in place to encourage teachers to work together toward the school's common mission when compared to average teachers with a SCS normative mean of 500. The ANOVA post hoc test Tukey HSD showed there were two school culture dimensions, Collective Leadership and Learning Partnership, which were statistically different between Reward Schools and Focus Schools at the .05 significance level.

Priority and Focus Schools had engaged school climates. Teachers from Priority and Focus Schools had mean scores moderately higher than the normative mean in Directive Principal Behavior and mean scores that were moderately higher than the normative mean in Intimate Teacher Behavior. Teachers from both Priority and Focus Schools also had mean scores that were moderately higher than the normative mean in Frustrated Teacher Behavior. Teachers viewed their building principals as rigid and authoritarian and maintained close and constant control over them and school activities. Teachers viewed routine duties, administrative paperwork, and assigned duties as being excessive. Teachers, on the other hand, had a close relationship with their colleagues and frequently collaborated with their colleagues on ways to improve student achievement. Teachers from both Priority and Focus Schools had mean scores slightly below the normative mean of 500 in Engaged Teacher Behavior. This may suggest although teachers had a close relationship with their colleagues, they did not have high faculty morale and were not optimistic about the ability of their students to succeed. The ANOVA post hoc test Tukey HSD showed there was one school climate dimension, Frustrated Teacher

Behavior, which was statistically different between Priority Schools and Focus Schools as the .050 significance level.

Priority Schools and Focus Schools had school cultures that supported teachers collaborating with their colleagues on developing strategies to improve school and student performance. Priority Schools and Focus Schools had mean scores that were slightly higher than the normative mean score of 500 in Teacher Collaboration and Collegial Support. Teachers from both schools had a mean score slightly below the normative mean in Collaborative Leadership. Although teachers did not view their building principals as being supportive and valuing teachers' ideas, there were procedures in place to allow teachers the opportunity to dialogue and plan with their colleagues on developing educational strategies to improve student achievement. Their school culture supported team work by allowing teachers to have common planning time and allowing teachers to observe each other. Both Priority Schools and Focus Schools had mean scores that were moderately below the normative mean in Professional Development and Unity of Purpose. This may indicate although teachers worked collaboratively to improve student achievement and school performance, they did not understand or support the school mission. There may not be procedures in place to encourage or reward teachers who sought professional development through workshops or through professional organizations. The ANOVA post hoc test Tukey HSD showed there was one school culture dimension, Collegial Support, which was statistically different between Priority Schools and Focus Schools.

### **Implications**

Schools that consistently have high student achievement had open school climates and collaborative school cultures. They had supportive building principals that were genuinely concerned with the personal and professional welfare of their teachers and students. They

motivated their teachers by using constructive criticism and set the example through hard work. The building principals involved their teachers in decision-making and rewarded teachers for taking risks and trying innovative ideas designed to improve student achievement. Reward Schools had teachers that were proud of their school and enjoyed working with their colleagues and students. They showed a sincere commitment to the success of their students. Teachers frequently collaborated with their colleagues and had opportunities to observe their colleagues. Teachers valued professional development and sought ideas from seminars, their colleagues, and from other professional sources to maintain current knowledge of best practices on instruction. Teachers from Reward Schools had a good rapport with parents and students and shared a common goal of high student achievement. Teachers from Reward Schools, Focus Schools, and Priority Schools had mean scores slightly above the normative mean in Frustrated Teacher Behavior. This would suggest that all teachers were frustrated with distractions from the basic task of teaching. Teachers from all three types of schools were frustrated with administrative paperwork and nonteaching duties that distracted them from their duty of teaching students.

There were two school climate dimensions, Supportive Principal Behavior and Engaged Teacher Behavior, which were statistically significant between Reward Schools and Priority and Focus Schools. There was no school cultural dimension that was statistically different between the three types of schools. Building principals from poor achieving schools may consider first focusing their efforts on developing a supportive behavior that shows a genuinely concern for the personal and professional welfare of their teacher and encourage teachers to be more engaged in the learning process. Teachers from Priority Schools and Focus Schools had a slightly higher mean in Teacher Collaboration. Building principals may want to encourage their teachers by providing incentives for teachers to seek professional development through workshops,

organizations, and through other professional sources. One culture dimension, Learning Partnerships, which was statistically different between Reward Schools and Focus Schools at the .001 significance level. Teachers from Reward Schools had a better view of their relationship between parents and students. Building principals may wish to encourage teachers to establish a strong rapport with parents and teachers with common expectations for high student achievement.

### **Limitations of Study**

This study used the results from the OCDQ-RS and SCS questionnaires obtained from 627 teachers from 26 schools. The data obtained from the low number of teachers participating in the study may not accurately reflect the true school climate or school culture of Reward Schools, Focus Schools, and Priority Schools. The study used paper questionnaires to gather data and the directions requested that the teachers and building principals complete the study during a staff meeting. The majority of the school superintendents and building principals did not want to participate in the study due to the limited time they had with teachers during staff meetings and the limited valuable time teachers had to prepare for classes or complete required paperwork. Many of the superintendents and building principals also mentioned that other educational institutions had requested their school district participate in their studies and the school leaders thought it would be best to limit their participation to one or two during the school year. Future researchers studying school climate and school culture may do better if they used electronic surveys which would allow teachers and building principals to complete the surveys at their leisure.

This study used selected secondary schools from New Jersey and New York and may not be representative of school climate and school culture of schools located in other states or

regions in the United States. As of 2014, there were 43 states in the United States that use the ESEA Flexibility Waiver's definition of Priority Schools, Focus Schools, and Reward School (Pennington, 2014). Future studies should include secondary public schools from other states located throughout the United States to take in account state and regional differences.

The data analysis and findings used in this study were obtained from two survey instruments that used Likert-type items to measure five climate dimensions and six cultural dimensions. The survey instruments did not give the participants the opportunity to explain their answers or list other items than may significantly impact school climate or school culture. If future researchers would like to use survey instruments that use Likert-type items to measure school climate and school culture, they may consider adding a section for participants to explain their responses. Using Likert-type items and participants' responses may yield a more accurate description of school climate and school culture.

### **Recommendations for Practice**

School climate and school culture can have a significant impact on student achievement and school performance. Wang et al. (1997) found school culture had a more significant impact on student learning than did school organizations, state and local educational policies, and student demographics. School climate has been often called the fourth important part of school success, after curriculum material, instruction, and teachers. It contributes to the academic success of students and often predicts the degree to which active learning is taking place (Doll, 2010). Sweetland and Hoy (2000) argued the two most powerful variables associated with student achievement and school performance were socioeconomic status and school culture.

This study found two school climate behaviors in Reward Schools, Supportive Principal Behavior and Engaged Teacher Behavior, which were statistically different at the .001

significance level. There were two cultural school dimensions, Collaborative Leadership and Learning Partnerships, which were statistically different between Reward School and Focus Schools at the .05 significance level. Building principals play a critical role in developing and implementing educational reforms that improve student achievement in their schools (Sergiovanni, 2001; Marzano et al., 2003; Leithwood et al., 2004; Hanushek et al., 2013).

Schools that tend to consistently have high student achievement and are successful have open school climates with supportive principals (Tarter et al., 1989; Walstrom & Louis, 2008; Kelly et al., 2005). In this study, Reward Schools had a mean score in Supportive Principal Behavior that was higher than the mean scores from Focus Schools and Priority Schools at the .001 significance level. The Collaborative Leadership school culture dimension had a mean score that was higher than the normative mean at the .05 significance level. It is recommended that the following practices be considered by building principals when developing or improving collaborative leadership and supportive principal behaviors:

- 1) Increase trust between teachers and building principals. Schools that have an open school climate have a high degree of trust between teachers and building principals. Building principals respect and appreciate their teachers' efforts and encourage collaboration among their staff (Walstrom & Louis, 2008). Tschannen-Moran (2009) determined that teacher trust was a significant factor in teacher professionalism, commitment, and teacher efficacy.
- 2) Show genuine concern for the personal and professional welfare of teachers and a strong desire to achieve academic excellence. Building principals that exhibit supportive behavior appreciate teachers' and students' efforts. They trust and value their teachers' professionalism and commitment and are open to new ideas (Kelley et

- al., 2005). Tarter et al. (1989) concluded that building principals who were friendly and collegial with their teachers commanded more respect and trust from their teachers and students. Teachers were more willing to try new ideas. Building principals actively encouraged collaboration among the staff, parents, and students and encouraged school members' openness. Hoy et al. (2006) concluded that teacher efficacy, collaboration, and academic optimism played a significant influence in student achievement.
- 3) Protect teachers from internal and external distractions. According to Marzano et al. (2005) protecting teachers from internal and external distractions of educating teachers is one of 21 responsibilities of school leaders. Building principals have structures and procedures in place to protect instructional time (Varley & Busher, 1989; Elmore, 2000). Leonard (2001) concluded that external distractions in instructional time occurred more frequently in secondary schools than elementary schools. Teachers are less frustrated with their school leaders and colleagues when their instructional time is protected (Hoy et al., 1991).

Engaged teacher behavior was the second climate dimension that was statistically different between Reward Schools and Focus and Priority Schools. Teachers from Reward Schools had a mean score that was 1.58 standard deviations above the normative mean of 500 (Table 10). Learning partnerships was statistically different between Reward Schools and Focus Schools. Engaged teacher behavior was reflected by high faculty morale. Teachers were proud of their school and were committed to the success of their students. They were friendly with students and colleagues and were optimistic about the ability of students to succeed. It is



recommended that the following practices be considered by building principals when developing or improving engaged teacher behaviors and learning partnerships:

- 1) Allow teachers to share in the decision-making process. Building principals from schools with high student achievement allow their teachers to share in the decision-making process, particularly when it comes to developing educational strategies and procedures designed to improve student achievement (Eilers & Camacho, 2007; Kouzes & Posner, 2003). Allow teachers to assist the building principal in developing and running workshops and curriculum planning. Goddard et al. (2010) found there was a positive correlation between shared instructional leadership and teacher collaboration.
- 2) Provide time and develop procedures that encourage teachers to collaborate with their colleagues. Provide time for teachers to plan together, observe and discuss teaching practices designed to improve student performance. Teachers that are engaged and have a high degree of collaboration have greater student achievement in their schools (Goddard et al., 2007; Goddard et al., 2010).
- 3) Encourage teachers to collaborate with parents and community members. Parent involvement can be an important factor in building school climate and improving student achievement (Stevens & Sanchez, 1999; Deal & Peterson, 2009). Iverson and Walberg (1982) concluded that parent involvement in the home environment had more impact on student achievement than the family's socioeconomic status (SES). Parent participation in school functions, collaborating and supporting teachers and school initiatives can significantly improve student achievement (Hoy et al., 2006).

### **Recommendations for Policy**

The results from this study suggest that school climates and school cultures do differ between types of schools. Reward schools had higher mean scores than Priority Schools and Focus schools in the following school climate dimensions: Supportive Teacher Behavior, Engaged Teacher Behavior, and Intimate Teacher Behavior (Table 10). Reward schools also had higher mean scores than Priority Schools and Focus Schools in the following school culture dimensions: Collaborative Leadership; Professional Development; Unity of Purpose; and Learning Partnerships (Table 12). The data from this study revealed there were two school climate behaviors, Supportive Principal Behavior and Engaged Teacher Behavior and the two cultural school dimensions, Collaborative Leadership and Learning Partnerships that were significant different between the type of schools. The following are recommendations that policymakers and school administrators may want to consider if they wish to make a significant improvement in school climate and school culture:

- 1) Federal policymakers, with the assistance of the National Association of Secondary School Principals (NASSP), identify key indicators for school climate and school culture. Both school climate and school culture play a significant role in student achievement and school performance, but school climate and school culture are different (Denison, 1996; Glisson, 2007; Schein, 2010; Schneider et al., 2013). Without recognizing the difference between the two concepts, many state policymakers, state education agencies (SEA) and local education agencies (LEA) may continue to improve school climate without addressing the need to change the school culture. School culture is what allows schools to build and sustain high student achievement for many years.

- 2) State policymakers, with the assistance of school district superintendents and state principals and supervisor associations, develop key indicators specific to their state for open school climates and collaborative school cultures. Once the key indicators are identified, state education agencies, with the assistance from state principal and supervisor associations, can develop workshops that teach building principals and supervisors how to build and maintain school climates and school cultures that consistently produce high student achievement. These key indicators could be used by state auditors when conducting school evaluations. Many states recommend that schools assess school climates. As of May 2016 only four states use school climate indicators when assessing school performance (Martin, Sargrad, & Batel, 2016).
- 3) State policymakers may consider requiring state public universities and colleges to address the importance of establishing and maintaining open school climates and collaborative school cultures. The results from this study would suggest that school administrators and teachers understand how to use the qualities of supportive principal behaviors, collaborative leadership, engaged teacher behaviors, and learning partnerships with parents to build effective school climate and school culture.
- 4) State policy makers and school district administrators may consider using climate and culture indicators when evaluating both principals and teachers. Teacher collaboration had the most significant influence on student achievement and building principals had the second-most important in-school factor that is related to student performance (Goddard et al., 2010; Branch, Hanushek, & Rivkin, 2013). Using school climate and school culture indicators in both principal and teacher evaluations may encourage building principals and teachers to collaboratively work together to

- improve school climate and school culture. It may encourage principals and teachers to actively seek parental involvement in improving student achievement and school performance.
- 5) School administrators, with the assistance from their local teachers, develop workshops and professional development courses for building principals, teachers, and parents in improving school climate and school culture. By allowing teachers to assist school administrators in developing workshops and courses it may foster teamwork between school leaders, teachers, and parents. It may improve both many factors within climate and culture dimensions. School administrators may consider having parents involved in workshops with building principals and teachers during professional days where all educators are required to be present.
  - 6) School superintendents and local education boards might consider requiring schools within in their district to conduct school climate and school culture assessments biannually. It takes several years to build a collaborative school culture (Gruenert, 2008; Schein, 2010). By conducting school climate and school culture assessments biannually, school leaders will be able to identify problems that hinder schools from achieving a collaborative school culture. It is recommended that one assessment tool that includes both school climate dimensions and culture dimensions be used to reduce distraction during the school day. Requiring at least 25% of parents validate the school climate and school culture assessment may encourage parents to become more involved in the educational process and may foster team work between building principals, teachers, and parents.

### **Recommendations for Future Research**

School leaders would find it difficult to find any school activity that is not directly or indirectly affected by school climate or school culture (Wang et al., 1997; Gruenert, 1998; Sweetland & Hoy, 2000; Schein, 2010). A large amount of evidence exist that show school climate and school culture has a tremendous impact on school success and student achievement. School climate is the key to changing school culture (Gruenert, 2008; Gruenert & Whitaker, 2015). This study is the first study to begin looking at the relationship between school climate and school culture in selected secondary public schools that consistently have high student achievement and schools that consistently have poor student achievement. It is suggested that future studies address the following recommendations:

- 1) This study was conducted in New Jersey and New York. It would be interesting to administer the same survey instruments to secondary public schools located in other states to determine if the results remain the same. As of 2014, there were 43 states that use the ESEA Flexibility Waiver to define Priority, Focus, and Reward Schools (Pennington, 2014). It is highly recommended that researchers use electronic surveys versus paper surveys.
- 2) A mixed-method study on schools that consistently perform well to schools that consistently have low student achievement may yield more information on teachers' and building principals' perception of school climate and school culture. Researchers are limited in the data that can be collected by using surveys with only Likert-type items.
- 3) This study did not take in account the location of the school within New Jersey or New York. To gain a better understanding of school climate and school culture, a

study could be done to look at school climate and school culture in schools located in rural and suburban settings.

- 4) This study attempted to describe school climate and school culture of secondary public schools and to identify factors that are statistically significant between the different types of schools. A study that investigates which climate factors has the greatest influence on school culture could greatly assist school leaders who are attempting to transform a school that has poor student achievement to a school that consistently has high student achievement.
- 5) This study looked at 5 climate dimensions and 6 culture dimensions. Replication of this study using different measures of school climate and school culture to determine if other factors in climate and culture play a more significant role in school performance.

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**Appendix A. Organizational Climate Description Questionnaire Rutgers Secondary**

**(OCDQ-RS)**

&

Organizational Climate Description Questionnaire  
Rutgers Secondary Factors by Category

### OCDQ-RS

**Directions:** The following are statements about your school, Please indicate the extent to which each statement characterizes your school.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1. The mannerisms of teachers at this school are annoying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers have too many committee requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers spend time after school with students who have individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers are proud of their school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The principal sets an example by working hard himself/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The principal compliments teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher-principal conferences are dominated by the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Routine duties interfere with the job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers interrupt other faculty members who are talking in faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student government has an influence on school policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Teachers are friendly with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The principal rules with an iron fist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The principal monitors everything teachers do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teachers' closest friends are other faculty members at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Administrative paper work is burdensome at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Teachers help and support each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Pupils solve their problems through logical reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The principal closely checks teacher activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The principal is autocratic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The morale of teachers is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Teachers know the family background of other faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assigned non-teaching duties are excessive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The principal goes out of his/her way to help teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The principal explains his/her reason for criticism to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The principal is available after school to help teachers when assistance is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Teachers invite other faculty members to visit them at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Teachers socialize with each other on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Teachers really enjoy working here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The principal uses constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The principal looks out for the personal welfare of the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The principal supervises teachers closely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The principal talks more than listens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Pupils are trusted to work together without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Teachers respect the personal competence of their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***Organizational Climate Description Questionnaire – Rutgers Secondary Factors***

---

#### **I. SUPPORTIVE BEHAVIOR:**

- The principal sets an example by working hard himself/herself.
- The principal compliments teachers.
- The principal goes out of his/her way to help teachers.
- The principal explains his/her reason for criticism to teachers
- The principal is available after school to help teachers when assistance is needed.
- The principal uses constructive criticism.
- The principal looks out for the personal welfare of the faculty.

#### **II. DIRECTIVE BEHAVIOR:**

- Teacher-principal conferences are dominated by the principal.
- The principal rules with an iron fist.
- The principal monitors everything teachers do.
- The principal closely checks teacher activities.
- The principal is autocratic.
- The principal supervises teachers closely.
- The principal talks more than listens.

#### **III. ENGAGED BEHAVIOR:**

- Teachers spend time after school with students who have individual problems.
- Teachers are proud of their school
- Student government has an influence on school policy.
- Teachers are friendly with students.
- Teachers help and support each other.
- Pupils solve their problems through logical reasoning.
- The morale of teachers is high.
- Teachers really enjoy working here.
- Pupils are trusted to work together without supervision.
- Teachers respect the personal competence of their colleagues.

#### **IV. FRUSTRATED BEHAVIOR:**

- The mannerisms of teachers at this school are annoying.
- Teachers have too many committee requirements.
- Routine duties interfere with the job of teaching.
- Teachers interrupt other faculty members who are talking in faculty meetings.
- Administrative paper work is burdensome at this school.
- Assigned non-teaching duties are excessive.

#### **V. INTIMATE BEHAVIOR:**

- Teachers' closest friends are other faculty members at this school.
- Teachers know the family background of other faculty members.
- Teachers invite other faculty members to visit them at home.
- Teachers socialize with each other on a regular basis.

**Appendix B. Organizational Climate Description Questionnaire Rutgers Secondary**

Permission to Use OCDQ-RS

Wayne **Hoy** <whoy@mac.com>

Mon 5/12/2014, 2:01 PM

Dear James—

You have my permission to use the OCDQ-RS for your research. Just go to my web page [[www.waynekhoy.com](http://www.waynekhoy.com)], copy it, and use it.

Good luck.

*Wayne*

Wayne K. **Hoy**  
Fawcett Professor Emeritus in  
Education Administration  
The Ohio State University  
[www.waynekhoy.com](http://www.waynekhoy.com)

7687 Pebble Creek circle, #102  
Naples, FL 34108  
Email: [whoy@mac.com](mailto:whoy@mac.com)  
Phone: 239 595 5732

JH

James A Horton

Mon 5/12/2014, 7:03 AM

whoy@mac.com

Sent Items

Action Items

Dr. **Hoy**,

Sir, my name is James Horton and I am doctoral student at Seton Hall University in New Jersey. I am working on my dissertation now and would like to use the Organizational Climate Description Questionnaire - Rutgers Secondary survey to gather the data. Do you know who I can write to in order to get their permission to use the survey?

Thank you very much.

Very respectfully,

James Horton  
Ed.D. Student  
K-12 Leadership



**Appendix C. School Culture Survey (SCS)**

&amp;

School Culture Survey Factors by Category

## School Culture Survey

Indicate the degree to which each statement describes conditions in your school.

Please use the following scale:

1=Strongly Disagree    2=Disagree    3=Undecided    4=Agree    5=Strongly Agree

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
1.	Teachers utilize professional networks to obtain information and resources for classroom instruction.	①	②	③	④	⑤
2.	Leaders value teachers' ideas.	①	②	③	④	⑤
3.	Teachers have opportunities for dialogue and planning across grades and subjects.	①	②	③	④	⑤
4.	Teachers trust each other.	①	②	③	④	⑤
5.	Teachers support the mission of the school.	①	②	③	④	⑤
6.	Teachers and parents have common expectations for student performance.	①	②	③	④	⑤
7.	Leaders in this school trust the professional judgments of teachers.	①	②	③	④	⑤
8.	Teachers spend considerable time planning together.	①	②	③	④	⑤
9.	Teachers regularly seek ideas from seminars, colleagues, and conferences.	①	②	③	④	⑤
10.	Teachers are willing to help out whenever there is a problem.	①	②	③	④	⑤
11.	Leaders take time to praise teachers that perform well.	①	②	③	④	⑤
12.	The school mission provides a clear sense of direction for teachers.	①	②	③	④	⑤
13.	Parents trust teachers' professional judgments.	①	②	③	④	⑤
14.	Teachers are involved in the decision-making process.	①	②	③	④	⑤
15.	Teachers take time to observe each other teaching.	①	②	③	④	⑤
16.	Professional development is valued by the faculty.	①	②	③	④	⑤
17.	Teachers' ideas are valued by other teachers.	①	②	③	④	⑤
18.	Leaders in our school facilitate teachers working together.	①	②	③	④	⑤
19.	Teachers understand the mission of the school.	①	②	③	④	⑤
20.	Teachers are kept informed on current issues in the school.	①	②	③	④	⑤

**Please continue on the back of this survey.**

1=Strongly Disagree    2=Disagree    3=Undecided    4=Agree    5=Strongly Agree

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
21.	Teachers and parents communicate frequently about student performance.	①	②	③	④	⑤

22.	My involvement in policy or decision making is taken seriously.	①	②	③	④	⑤
23.	Teachers are generally aware of what other teachers are teaching.	①	②	③	④	⑤
24.	Teachers maintain a current knowledge base about the learning process.	①	②	③	④	⑤
25.	Teachers work cooperatively in groups.	①	②	③	④	⑤
26.	Teachers are rewarded for experimenting with new ideas and techniques.	①	②	③	④	⑤
27.	The school mission statement reflects the values of the community.	①	②	③	④	⑤
28.	Leaders support risk-taking and innovation in teaching.	①	②	③	④	⑤
29.	Teachers work together to develop and evaluate programs and projects.	①	②	③	④	⑤
30.	The faculty values school improvement.	①	②	③	④	⑤
31.	Teaching performance reflects the mission of the school.	①	②	③	④	⑤
32.	Administrators protect instruction and planning time.	①	②	③	④	⑤
33.	Teaching practice disagreements are voiced openly and discussed.	①	②	③	④	⑤
34.	Teachers are encouraged to share ideas.	①	②	③	④	⑤
35.	Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.	①	②	③	④	⑤

Steve Gruenert and Jerry Valentine, Middle Level Leadership Center, University of Missouri, 1998.  
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## *School Culture Survey Factors*

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### **I. COLLABORATIVE LEADERSHIP:**

Leaders value teacher's ideas.  
 Leaders in this school trust the professional judgement of teachers.  
 Leaders take time to praise teachers that perform well.  
 Teachers are involved in the decision-making process.  
 Leaders in our school facilitate teachers working together.  
 Teachers are kept informed on current issues in the school.  
 My involvement in policy or decision making is taken seriously.  
 Leaders support risk-taking and innovation in teaching.  
 Administrators protect instruction and planning time.  
 Teachers are encouraged to share ideas.

### **II. TEACHER COLLABORATION:**

Teachers have opportunities for dialogue and planning across grades and subjects.  
 Teachers spend considerable time planning together.  
 Teachers take time to observe each other teaching.  
 Teachers are generally aware of what other teachers are taking.  
 Teachers work together to develop and evaluate programs and projects.

### **III. PROFESSIONAL DEVELOPMENT:**

Teachers utilize professional networks to obtain information and resources for classroom instruction.  
 Teachers regularly seek ideas from seminars, colleagues, and conferences.  
 Professional development is valued by the faculty.  
 Teachers maintain a current knowledge based about the learning process.  
 The faculty values school improvement.

### **IV. UNITY OF PURPOSE:**

Teachers support the mission of the school.  
 The school mission provides a clear sense of directions for teachers.  
 Teachers understand the mission of the school.  
 The school mission statement reflects the values of the community.  
 Teaching performance reflects the mission of the school.

### **V. COLLEGIAL SUPPORT:**

Teachers trust each other.  
 Teachers are willing to help out whenever there is a problem.  
 Teachers' ideas are valued by other teachers.  
 Teachers work cooperatively in groups.

### **VI. LEARNING PARTNERSHIP:**

Teachers and parents have common expectations for student performance.  
 Parents trust teachers; professional judgements.  
 Teachers and parents communicate frequently about student performance.  
 Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.

## **Appendix D. School Culture Survey**

Permission to Use the School Culture Survey

☐ Reply all   ☐ Delete   Junk | ☐ ☐ ☐

RE: Permission to use the School Culture Survey

Valentine, Jerry W. (Emeritus) <ValentineJ@missouri.edu>

Yesterday, 2:51 PM

James A Horton; Luke J Stedrak; Steve Gruenert <Steve.Gruenert@indstate.edu>   Reply all | ☐

Inbox

Mr. Horton

I am pleased to provide you with permission to use the School Culture Survey as an instrument in your proposed dissertation study. Your stipulations effectively addresses our expectations for research using the SCS. Further, I find you topic of great interest and look forward to reading your findings.

Dr. Gruenert and I wish the very best of luck with your proposal and study. Sincerely,

Jerry Valentine

Jerry W. Valentine, Ph.D.

Professor Emeritus

University of Missouri

1266 Sunset Drive

Columbia, MO 65203

(573) 356-8948

ValentineJ@missouri.edu

[www.ipistudentengagement.com](http://www.ipistudentengagement.com)

[www.education.missouri.edu/orgs/mlle](http://www.education.missouri.edu/orgs/mlle)

**Appendix E. Introduction Letter to Building Principal**

Mm, dd, year  
XXXX, New Jersey XXXXX

Principal's Names  
School Name  
School Address

Re: A Descriptive Study of School Climate and School Culture in Selected Public Secondary  
Schools in New Jersey and New York

Dear Principal (First Name) (Last Name),

I am a doctoral student under the directions of Dr. Luke J. Stedrak in the Department of Education Leadership, Management and Policy at Seton Hall University. This study is being conducted to fulfill one of the requirements for the degree of Doctor in Education at Seton Hall University. The descriptive study will describe school climate and school culture in public secondary Priority, Focus, and Reward schools as defined by the Elementary and Secondary Education Act (ESEA) *Flexibility* waiver. This research study will determine if there is a statistically significant difference between factors in school climate and school culture as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary (attached) and the School Culture Survey (attached).

I respectfully request your participation, which will involve the building principal and your school teachers completing one of two surveys. Each survey should only take about 10 minutes to complete. Your participation and your teachers' participation in this study are voluntary. The 2 surveys used in this descriptive study include: the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS), created by Dr. Robert Kottkamp, Dr. John Mulhern, and Dr. Wayne Hoy and the School Culture Survey (SCS) created by Dr. Gruenert and Dr. Valentine. Both survey instruments use Likert-type items and should take less than 10 minutes to complete. To reduce the amount of time to complete the surveys, each teacher will be randomly given one of the two surveys to complete. Included with each survey will be a set of directions on how to complete the survey and a statement to participants stating that the survey is voluntary and anonymity is guaranteed. A pre-paid envelope will be included to return all completed surveys.

To ensure anonymity, each participating school will be assigned a random generated numeric number that will be known only to the researcher. In the dissertation, only numeric codes will be listed. The directions in the survey will ask that participants, other than the building principal, not to list their names or titles. Building principals will be asked to list their title only to identify that the survey was completed by the building principal. The researcher will secure all completed surveys in a locked filing cabinet at his residence for a period of three years. All surveys will be shredded by the researcher after three years. Other than the committee members of this study, no other person will have access to the surveys.



The Seton Hall University Institutional Review Board (IRB) has reviewed my request to conduct this study. If you have any concerns about your rights in this study, please contact the Seton Hall University IRB at (973) 313-6314 or email [irb@shu.edu](mailto:irb@shu.edu).

May I please have your permission to use your school in my study? I have enclosed a copy of both surveys and the directions for completing the surveys for your review and consideration. Should you wish to assist me in my study, I have enclosed a letter and a self-addressed envelope that will help me determine how many surveys I will need to send to your school. For helping me with my study, I will be glad to send you a copy of my dissertation once the study has been approved and published. This study may assist building principals in identifying key factors that can help build open school climates and collaborative school cultures. Thank you very much for your time and assistance.

Very respectfully,

James A. Horton Jr.  
Ed.D. Student  
College of Education and Human Services  
Seton Hall University

Attachment:

Response to Mr. Horton's Study  
Organizational Climate Description Questionnaire – Rutgers Secondary  
School Culture Survey  
Informed Consent Form

---

Please Put Date

James A. Horton Jr., Doctoral Student  
 Bridgewater, New Jersey, 08807-9998

Re: Participating in Mr. Horton's Doctoral Study

Dear Mr. Horton:

(Please check the line that applies):

\_\_\_\_\_ Yes, my school will participate in your study. I understand that all responses from the surveys my school submits to assist you with your study will be anonymous and all surveys will be destroyed once your dissertation has been published. I would like to receive a free copy of your study once it has been published for my review. I understand that I must return all completed surveys by mm/dd/yy. *Note: A packet with surveys and a self-addressed envelope for completed surveys will be sent to your school within 5 business days. Thank you very much for your assistance with my study.*

To assist me, please answer the following questions:

- 1) How many teachers do you have in your school? \_\_\_\_\_
- 2) How many building principals do you have in your school? \_\_\_\_\_
- 3) How many years has the building principal been in his/her position? \_\_\_\_\_

\_\_\_\_\_ No, my school will not participate in your study at this time.

\_\_\_\_\_  
 School Code

\_\_\_\_\_  
 Print Building Principal's Names

\_\_\_\_\_  
 Signature

**Appendix F. Directions for Completing the Surveys**

### Directions for Completing the Surveys

dd/mm/year

To: XXXX (Building Principal's Name)

*Thank you very much for your help and support in my doctoral study.*

#### **Directions:**

- 1) The surveys should be completed by teachers and building principal in a staff meeting and should take about 10 minutes to complete.
- 2) Enclosed in the envelope are two surveys, the Organizational Climate Description Questionnaire – Rutgers Secondary, the School Culture Survey and a self-addressed envelope to return the completed surveys.
- 3) The surveys are collated so that each teacher and building principal has an equal chance of receiving 1 of the 2 surveys. Please pass out the surveys to the teachers starting from the top of the pile. Principals should also be given a survey. All participants should read the directions and consent for anonymous survey. Once the teachers and the building principal complete the survey, an assigned person should collect the completed surveys and put them in the return envelope and mail them in the closest mailbox.
- 4) Except for the building principal, teachers should not sign or print their name so that their responses remain anonymous. The building principal should mark their survey with their title only. The study will use the collective building principals' responses to compare their view of school culture or school climate with the teachers' responses. Surveys that have been marked by the teacher's name or signature will not be used in the study.
- 5) Once all the surveys are completed, please return the surveys in the enclosed self-addressed envelope by XXXXX (date).
- 6) Once my study has been published, and electronic copy will be emailed to the building principal for their review.

Thank you very much for your help and assistance.

Very respectfully,

James Horton  
Ed.D. Student  
Seton Hall University



### **Informed Consent Form**

James A. Horton Jr., a doctoral candidate in the Department of Education Leadership at the College of Education and Human Services at Seton Hall University is conducting a research study on school climate and school culture in selected public secondary schools in New Jersey and New York.

#### **Purpose**

The purpose of this study is to attempt to describe school climate and school culture for selected secondary public Priority, Focus, and Reward schools in New Jersey and New York and to determine if there are statistically significant factors that are different between Priority, Focus, and Reward public secondary school as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS) and the School Culture Survey (SCS). The surveys are being given to all schools that have been identified as being a Priority School, Focus School, or Reward School by the New Jersey Department of Education or the New York Education Department in 2016. This study is being conducted by the researcher under the directions of Dr. Luke J. Stedrak in the Department of Education Leadership, Management and Policy at Seton Hall University.

#### **Procedure**

Building principals willing to take part in this study must have been a building principal for at least two years. Teachers willing to take part in this study must be employed by the school district. A total of one hundred schools are expected to participate in this research study.

Individuals who agree to take part in this study will be required to complete one of two surveys, the Organizational Climate Description Questionnaire – Rutgers Secondary or the School Culture Survey. Participants should mark the response that best indicates the extent to which each statement characterizes the school. Each survey should take about 10 minutes to complete.

Except for the building principal, teachers should not sign or print their name so that their responses remain anonymous. The building principal should mark their survey with their title only. The study will use the collective building principals' responses to compare their view of school culture or school climate with the teachers' responses of schools in their category. Surveys that have been marked by the teacher's name or signature will not be used in the study.



Once all the surveys are completed, please return the surveys in the enclosed self-addressed envelope by XXXXX (date). This study should take three months to complete.

### **Participation**

Participation in this study is completely voluntary. The building principal and teachers may skip questions they don't feel comfortable answering.

### **Risks**

There is little risk involved in completing the survey. The discomforts in completing the survey are not greater than those of daily life.

### **Confidentiality**

Any information obtained from the surveys or in connections from this research study will be anonymous. Teachers will be asked not to put their names on the survey. Building principals will only be asked to put their title so as to identify that the survey came from the building principal. To protect the school's identity and location, a random numeric code has been assigned to each school. The numeric code is only known to the researcher and will not be shared to anyone. The list of the linking codes will be securely kept in a locked filing container in the researcher's residence. All surveys will be disposed of three years after the completion of this study.

### **Benefits**

Once the survey has been completed and published, an electronic copy of the research study will be sent to the schools participating. There are no direct or indirect monetary benefits to any participants or researcher. Participants will not benefit from this study.

### **Compensation**

There will be no compensation to participants for completing the survey. Participants will be paid for their participation in this study. There will be no out of pocket expense paid. Pre-printed surveys and a pre-paid envelope will be provided by the researcher to the school to cover the cost of printing and returning the surveys.



### **Questions or Concerns**

All questions or concerns about this research study should be direct to the researcher, James Horton at (xxx) xxx-xxxx or via email at james.horton@student.shu.edu. You may also contact the researcher's advisor, Dr. Luke Stedrak at luke.stedrak@shu.edu. If you have any concerns about your rights in this study, please contact the Seton Hall University IRB at (973) 313-6314 or email: irb@shu.edu.

### **Statement of Consent**

I have read the consent form and fully understand the contents of this document. I acknowledge that I have been informed of, and understand, the nature and purpose of this study and I freely consent to participate. I understand I can withdraw at any time. My signature also indicates that I have received a copy of this consent form.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Appendix G. Appreciation Letter to Building Principal**



mm, dd, year

XXXX, New Jersey XXXXX

Principal's Names  
School Name  
School Address

Dear Principal (First Name) (Last Name),

Thank you for assisting me with my doctoral study at Seton Hall University on school climate and school culture. Receiving permission from individual schools in New Jersey and New York has been one of the most difficult challenges in my four year process of working toward my doctoral degree in Education.

Please find enclosed the number of documents, the School Culture Surveys and the Organizational Climate Descriptive Questionnaires Rutgers Secondary, you have requested. The surveys are collated in such a way that each teacher has an equal chance of selecting one of the two surveys. I believe the easiest way to distribute and complete the survey is during a faculty meeting. In my pilot study, I have found it takes about 10 minutes for the teachers and building principal to complete. The best response on the survey is the one that comes to mind first. Taking time to think about each question in detail did not prove to be effective. This method also provided the highest level of return and reduced the amount of time to track down each survey.

Please return the forms in the postage paid envelope that is enclosed in this packet. It would help me greatly if you could return the surveys to me by XXXXX (Date) so that I can complete my research. I look forward to sending you a copy of my study once it has been published. Again, thank you very much for assisting me with my research.

Very respectfully

James A. Horton Jr.  
Ed.D. Student  
College of Education and Human Services  
Seton Hall University

**Appendix H. List of Schools by Category**

## New Jersey List of Reward, Focus, and Priority Secondary Public Schools

<b>Numeric Code</b>	<b>Classification</b>	<b>Numeric Code</b>	<b>Classification</b>
3404	Reward	3437	Priority
2571	Reward	1919	Priority
2298	Reward	1080	Priority
1256	Reward	3441	Priority
3863	Reward	1127	Priority
1579	Reward	3199	Priority
1280	Reward	2576	Priority
2115	Reward	2338	Priority
1099	Reward	2133	Priority
2581	Reward	1012	Priority
2097	Reward	3272	Priority
3124	Reward	3065	Priority
2045	Reward	<b>Total</b>	<b>12</b>
3202	Reward		
1316	Reward		
2036	Reward		
2654	Reward		
<b>Total</b>	<b>17</b>		

<b>Numeric Code</b>	<b>Classification</b>	<b>Numeric Code</b>	<b>Classification</b>
3222	Focus	3023	Focus
2411	Focus	3234	Focus
2700	Focus	2123	Focus
2605	Focus	3761	Focus
1680	Focus	<b>Total</b>	<b>28</b>
1875	Focus		
1912	Focus		
1132	Focus		
1987	Focus		
3913	Focus		
1615	Focus		
3513	Focus		
1722	Focus		
3820	Focus		
2261	Focus		
1718	Focus		
2684	Focus		
2991	Focus		
1198	Focus		
2265	Focus		
2297	Focus		
3639	Focus		
1937	Focus		
3561	Focus		

## New York List of Reward, Focus, and Priority Secondary Public Schools

<b>Numeric Code</b>	<b>Classification</b>	<b>Numeric Code</b>	<b>Classification</b>	<b>Numeric Code</b>	<b>Classification</b>
6379	Reward	5844	Reward	7918	Reward
5311	Reward	7522	Reward	8943	Reward
7436	Reward	6861	Reward	8695	Reward
7447	Reward	7732	Reward	5070	Reward
8236	Reward	6080	Reward	8588	Reward
5185	Reward	7273	Reward	5672	Reward
7975	Reward	6261	Reward	8618	Reward
8231	Reward	5172	Reward	7776	Reward
6779	Reward	8400	Reward	7174	Reward
5097	Reward	7434	Reward	5614	Reward
7688	Reward	6113	Reward	8231	Reward
6733	Reward	6596	Reward	7550	Reward
6214	Reward	7159	Reward	5381	Reward
5960	Reward	6084	Reward	7123	Reward
6207	Reward	7751	Reward	6202	Reward
5539	Reward	8023	Reward	5826	Reward
8641	Reward	8815	Reward	5946	Reward
5323	Reward	5513	Reward	6682	Reward
8027	Reward	8188	Reward	7463	Reward
6572	Reward	8050	Reward	7648	Reward
8917	Reward	7561	Reward	5540	Reward
8902	Reward	8219	Reward	8598	Reward
8954	Reward	8842	Reward	7438	Reward
5447	Reward	8488	Reward	5976	Reward
6501	Reward	5122	Reward	6748	Reward
5370	Reward	8563	Reward		
7277	Reward	8871	Reward		
8340	Reward	8462	Reward		
6438	Reward	5309	Reward		
5469	Reward	6281	Reward		
8592	Reward	7628	Reward		
8876	Reward	8832	Reward		
5943	Reward	6935	Reward		
7632	Reward	6495	Reward		
6159	Reward	7202	Reward		
8129	Reward	5957	Reward		
7653	Reward	5718	Reward		
6297	Reward	7744	Reward		
8862	Reward	5043	Reward		
6423	Reward	7736	Reward		
5024	Reward	8145	Reward		

## New York List of Reward, Focus, and Priority Secondary Public Schools

Numeric Code	Classification	Numeric Code	Classification	Numeric Code	Classification
7297	Focus	6958	Focus	6153	Focus
6133	Focus	6755	Focus	6864	Focus
6190	Focus	7676	Focus	6091	Focus
6002	Focus	7139	Focus	8215	Focus
7953	Focus	7920	Focus	6833	Focus
7988	Focus	7139	Focus	6127	Focus
7733	Focus	7522	Focus	6795	Focus
7906	Focus	7534	Focus	7168	Focus
8908	Focus	7462	Focus	7111	Focus
8432	Focus	8079	Focus	6952	Focus
7142	Focus	7752	Focus	7050	Focus
6668	Focus	8155	Focus	8881	Focus
7938	Focus	6308	Focus	6852	Focus
7535	Focus	7788	Focus	7675	Focus
8694	Focus	6623	Focus	8857	Focus
6293	Focus	7511	Focus	8429	Focus
6933	Focus	6796	Focus	8046	Focus
8491	Focus	8251	Focus	7288	Focus
8903	Focus	8584	Focus	8761	Focus
7518	Focus	7425	Focus	6625	Focus
6582	Focus	7524	Focus	8479	Focus
6545	Focus	8979	Focus	8125	Focus
7961	Focus	8929	Focus	8975	Focus
6076	Focus	9770	Focus	6480	Focus
8730	Focus	6559	Focus	7421	Focus
6032	Focus	8819	Focus	6362	Focus
6047	Focus	7781	Focus	8113	Focus
8900	Focus	8604	Focus	7847	Focus
8388	Focus	7151	Focus	7465	Focus
8797	Focus	8010	Focus	8480	Focus
6250	Focus	7370	Focus	7795	Focus
7966	Focus	7404	Focus	<b>Total</b>	<b>112</b>
8656	Focus	6932	Focus		
8360	Focus	7323	Focus		
8041	Focus	7094	Focus		
8165	Focus	7483	Focus		
6497	Focus	8553	Focus		
6772	Focus	6141	Focus		
8659	Focus	6930	Focus		
8303	Focus	8263	Focus		
7464	Focus	6270	Focus		

## New York List of Reward, Focus, and Priority Secondary Public Schools

<b>Numeric Code</b>	<b>Classification</b>	<b>Numeric Code</b>	<b>Classification</b>
8237	Priority	5468	Priority
5884	Priority	7740	Priority
7520	Priority	6788	Priority
8796	Priority	7878	Priority
7880	Priority	5432	Priority
6846	Priority	7995	Priority
7401	Priority	7773	Priority
5513	Priority		
5805	Priority		
6152	Priority		
6556	Priority		
5814	Priority		
7367	Priority		
6374	Priority		
7097	Priority		
6071	Priority		
8304	Priority		
6336	Priority		
8527	Priority		
8625	Priority		
7424	Priority		
5722	Priority		
8040	Priority		
7333	Priority		
5970	Priority		
8763	Priority		
7556	Priority		
9771	Priority		
5659	Priority		
5852	Priority		
7525	Priority		
5604	Priority		
6925	Priority		
7668	Priority		
5229	Priority		
6924	Priority		
5857	Priority		
7999	Priority		
5460	Priority		

**Appendix I. PRE – IRB Form**

# PRE - IRB Form

Pre-IRB review is mandatory for all proposals. Proposals that do not have a pre-IRB review will not be considered by the IRB and will be sent back to the investigator.

Pre-IRB form to be filled by the department/schools:

Investigator(s): James A. Horton Jr.

Proposal Title: A Descriptive Study of School Culture and School Climate In Selected  
Public Secondary Schools

Required statement by pre-IRB reviewer:

I have reviewed the proposed research. I state:

- the question(s)/hypothesis of the research is sound and is clearly stated;
- the study design is appropriate to answer the question(s) or prove the hypothesis of the research;
- the research has reasonable likelihood of contributing to generalizable knowledge.

My signature (1) affirms that the proposed research is scientifically sound, and (2) represents my approval of the research.

Pre-IRB reviewer's signature	<u>Robert Kelchen</u> Pre-IRB reviewer's name and title
------------------------------	--

Date \_\_\_\_\_



## **Appendix J. Request for Approval of Research**

Demonstration or Related Activities Involving Human Subjects

# Request for Approval of Research, Demonstration or Related Activities Involving Human Subjects

All material must be typed.

Project Title: A Descriptive Study of School Climate and School Culture In Selected Public Secondary Schools in New Jersey and New York.

## Certification Statement:

In making this application, I(we) certify that I(we) have read and understand the University's policies and procedures governing research, development, and related activities involving human subjects. I (we) shall comply with the letter and spirit of those policies. I(we) further acknowledge my(our) obligation to (1) obtain written approval of significant deviations from the originally-approved protocol BEFORE making those deviations, and (2) report immediately all adverse effects of the study on the subjects to the Director of the Institutional Review Board, Seton Hall University, South Orange, NJ 07079.

James A. Horton Jr

\_\_\_\_\_  
RESEARCHER(S)

\_\_\_\_\_  
DATE

\*\*Please print or type out names of all researchers below signature.  
Use separate sheet of paper, if necessary.\*\*

My signature indicates that I have reviewed the attached materials of my student advisee and consider them to meet IRB standards.

\_\_\_\_\_  
RESEARCHER'S FACULTY ADVISOR Dr. Luke Stedrak

\_\_\_\_\_  
DATE

\*\*Please print or type out name below signature\*\*

The request for approval submitted by the above researcher(s) was considered by the IRB for Research Involving Human Subjects Research at the \_\_\_\_\_ meeting.

The application was approved \_\_\_\_ not approved \_\_\_\_ by the Committee. Special conditions were \_\_\_\_ were not \_\_\_\_ set by the IRB. (Any special conditions are described on the reverse side).

\_\_\_\_\_  
DIRECTOR,  
SETON HALL UNIVERSITY INSTITUTIONAL  
REVIEW BOARD FOR HUMAN SUBJECTS RESEARCH

\_\_\_\_\_  
DATE

**Appendix K. Financial Conflict of Interest Form**

# FINANCIAL CONFLICT OF INTEREST FORM

(This form is required for research that has a potential or actual financial interest of any kind.)

Principal Investigator: James A. Horton Jr.

Proposal Title: A Descriptive Study of School Climate and School Culture In Selected Public Secondary

Schools in New Jersey and New York

Rationale: "Institutions and individuals involved in human subjects research may establish financial relationships related to or separate from particular research projects. Those financial relationships may create financial interests of monetary value, such as payments for services, equity interests, or intellectual property rights. A financial interest related to a research study may be a conflicting financial interest. The Department [of Health and Human Services (HHS)] recognizes that some conflicting financial interests in research may affect the rights and welfare of human subjects....

Financial interests are not prohibited, and not all financial interests cause conflicts of interest or affect the rights and welfare of human subjects. HHS recognizes the complexity of the relationships between government, academia, industry and others, and recognizes that these relationships often legitimately include financial relationships".

(Federal Register, May 12, 2004, p. 26394 & 26395)

In keeping with directives in the Federal Register of May 12, 2004 (p. 26396 & 26397), the following information must be provided so that financial issues do not affect the rights and welfare of human subjects used in studies at Seton Hall University.

Please answer the following questions and submit with your IRB application:

1. Does the research involve financial relationships that could create potential or actual conflicts of interest?

a. How is the research supported or financed? The study was financed by the researcher, James A.

Horton Jr.

b. Where and by whom was the study designed? New Jersey. The study was designed by the researcher,

James A. Horton

c. Where and by whom will the resulting data be analyzed? The data will be analyzed by the researcher,

James A. Horton Jr. and it will be done at his residence, Somerville, NJ 08877

d. What interests are created by the financial relationships involved in the situation?

None

e. Do individuals or institutions receive any compensation that may be affected by the study outcome?

None

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2. Do individuals or institutions involved in the research :

- a. Have any proprietary interests in the product, including patents, trademarks, copyrights, or licensing agreements?

No

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- b. Have an equity interest in the research sponsor and, if so, is the sponsor a publicly held company or non-publicly held company?

No

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- c. Receive significant payments of other sorts? (e.g., grants, compensation in the form of equipment, retainers for ongoing consultation, or honoraria)

No

---

- d. Receive payment per participant or incentive payments, and are those payments reasonable?

No

---

In addition, investigators must consider the following actions if their research has a potential or actual financial relationship of any kind:

1. Include information in the informed consent document, such as:

The source of funding and funding arrangements for the conduct and review of research,  
or  
information about a financial arrangement of an institution or an investigator and how it is being managed.

2. Use special measures to modify the informed consent process when a potential or actual financial conflict exists, such as

- Having another individual who does not have a potential or actual conflict of interest involved in the consent process, especially when a potential or actual conflict of interest could influence the tone, presentation, or type of information presented during the consent process
- Using independent monitoring of the research.

**Appendix L. Seton Hall University IRB Application Sheet**

# SETON HALL UNIVERSITY IRB APPLICATION SHEET

**For office use only:**
☐ Exempt

☐ Expedited

☐ Full

**Application must be typed.**

If more than one researcher, give information on a separate page for #1-4 for each researcher. Indicate who is Principal Investigator.

1. NAME: James A. Horton Jr. HOME PHONE: \_\_\_\_\_  
 EMAIL ADDRESS: james.horton@student.shu.edu
2. HOME MAILING ADDRESS: Somerville, New Jersey 08876  
 \_\_\_\_\_
3. PLACE OF EMPLOYMENT: Manville Board of Education
4. POSITION OR JOB TITLE: Teacher WORK PHONE: (908) 231-8500 ext. 6806
5. TITLE OF STUDY: A Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools In New Jersey and New York.  
 \_\_\_\_\_
6. Study is: (a) Thesis \_\_\_\_\_ (b) Dissertation X (c) Other [specify] \_\_\_\_\_
7. Does your research have a potential or actual financial interest of any kind (e.g. any form of payment for services, equity interests, intellectual property rights, etc.)?  
 \_\_\_\_\_ Yes. (Please complete the Financial Conflict of Interest form at the end of this IRB application and submit with the application.)  
X No
8. Name of advisor, thesis or dissertation, class professor (If applicable): Dr. Luke Stedrak  
 Dept: Education Leadership, Management and Policy Phone: (973) 275-2725
9. Anticipated starting and completion dates: 31 March 2017 to 10 May 2017
10. What is the purpose of the study? To complete Seton Hall University's requirement for Doctor in Education  
 \_\_\_\_\_
11. What are the hypotheses or research questions?
  - 1) What is the school climate of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS)?
  - 2) What is the school climate of secondary public Reward Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?

- 3) What is the school culture of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
  - 4) What is the school culture of secondary Reward Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
  - 5) Does the school climate of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school climate of Reward Schools in New Jersey and New York?
  - 6) If the school climate of secondary public Priority Schools and Focus Schools differ from the school climate of secondary public Reward Schools, what variables on the OCDQ-RS survey instrument are statistically significant?
  - 7) Does the school culture of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school culture of Reward Schools in New Jersey and New York?
  - 8) If the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools, what variables on the SCS survey instruments are statistically significant?
12. Explain your qualifications for conducting this research. I have completed all Seton Hall University's required course work for the Doctor in Education and I have completed and passed the required 10 hour comprehensive exam. \_\_\_\_\_

13. Using citations from the professional literature, give the rationale and significance of the study. Attach reference list.

This study has relevance from a practical perspective and from a policy perspective. In practice, the building principal has been identified as the person who is able to affect change in his school and plays a crucial role in developing and implementing educational reform (Sergiovanni, 2001; Waters et al., 2003; Leithwood et al., 2004; Hanushek et al., 2013; Lindahl, 2011). Teachers are key players in helping build collaborative school climates (Louise et al., 1996; Goddard et al., 2010). By understanding the relationship between school climate and school culture, building principals and teachers are able to develop a collaborative school climate in the short-term that that may help shape a school culture that provides the best environment to educate students, build strong parental and community support, and fosters continual growth (Hargreaves, 1994; Sarason, 1996; Deal & Peterson, 2009). According to Kytte and Bogotech (2000) real and sustained educational reform occurs more frequently by first changing a school culture before changing personnel, school structures, and policies. Examples of ways to strengthen collaborative school climate include: building principals being open and supportive to new ideas; building principals involving teachers in decision making; and teachers working collaboratively with their colleagues, students, and parents (Hoy et al., 1991; Valentine, 2006; Gruenert, 2008).



From a policy perspective, local and state policies help shape school practice. School boards and superintendents who understand the relationship between school climate and school culture are better able to develop school policies that builds supportive school climates and strengthens collaborative school cultures (Gruenert, 2008; Cohen et al., 2009). Examples of school policies that can affect successful school climate and school culture include: developing policies that encourage teacher involvement and providing programs for social education for school administrators, teachers, and students. Involving teachers in developing and running school professional development programs encourages collaboration and trust among the staff and help refine curriculums and instructional practices (Koellner & Jacobs, 2015; Supovitz & Turner, 2000). Providing social education for school administrators, teachers, and students may help build positive relationships between students and school staff and fosters a strong sense of school community (Cohen et al., 2009). Developing and implanting school policies that recognize student and teacher commitment encourages collaboration and teacher efficacy (Friend & Cook, 1998). A positive school culture can improve teacher performance, school morale, and improve student achievement (Freidberg, 1998). School boards can help shape a school's collaborative climate that will help build a positive school culture in the long term.

State educational policies can have a strong influence on schools building collaborative school climates. As of 2009, only 22 states integrated school climate into their improvement and accreditation systems. Thirty-six states had vague definitions of school climate that often refer school climate as one "conducive to learning." Many states failed to identify characteristics of school climates that could be measureable (Cohen et al., 2009). By understanding the relationship between school climate and school culture, State Education Agencies may be better able to develop state educational policies that provide clear guidance and measureable objectives to assist building principals in developing supportive school climates that build collaborative school cultures.

14. Describe the subjects, removing geographic identifiers that could compromise anonymity or confidentiality:

Participants will be secondary public school teachers and building principals from Priority, Focus, and Reward Schools in New Jersey and New York. The U.S. Department of Education (ED), under the Elementary and Secondary Education Act of 1965, updated by the No Child Left Behind Act, 2001, developed a list of requirements that defined poorly performing schools (Priority Schools), schools with stubborn achievement gaps or had weak performance among "subgroups" students (Focus Schools), and schools that performed exceptionally well (Reward Schools) over a three year period (USDE, 2012).\_\_\_\_\_

Age(s) of subjects: Approximately 25 years old to 65 years old.

Number of subjects: Public secondary school teachers and building principals from 58 Priority Schools; 140 Focus Schools, and 124 Reward Schools.

15. From where and how will potential subjects be identified (e.g., outpatient list, class list, etc.)?

Priority Schools, Focus Schools, and Priority Schools were identified by each SEA and a list for each category of schools were posted on the public internet. The researcher will send a letter to each school explaining the purpose of the research and will ask if they would like to volunteer to participate in the study.

How do you have access to this population? From the internet. The information is available to the public.

16. Do you have a supervisory and/or professional relationship with the subjects? Yes \_\_\_\_\_ No X

If yes, please explain how this relationship will not compromise the voluntariness of the subjects' participation in the study.

17. Will data be collected from or about any of the following protected populations:

No minors (under 18 years of age; specify age )

No prisoners

No pregnant women

No fetuses

No cognitively impaired persons

For additional requirements regarding these categories of protected subjects, consult and follow the IRB Guidelines.

18. What are your criteria for subject selection? Selection of subjects must be equitable and, in the case of protected populations [see #13 above], should reflect their special needs. IRB Guidelines also require researchers to be sensitive to the use of educationally and economically disadvantaged persons as subjects. If you are excluding women or minorities from your subject pool, you must include a scientific justification for such exclusion.

The U.S. Department of Education (ED), under the Elementary and Secondary Education Act of 1965, updated by the No Child Left Behind Act, 2001 developed a list of requirements that defined poorly performing schools (Priority Schools), schools with stubborn achievement gaps or had weak performance among "subgroups" students (Focus Schools), and schools that performed exceptionally well (Reward Schools) over a three year period (USDE, 2012).

Priority Schools are schools that have been identified as among the lowest-performing five percent of Title I schools and non-Title I schools. For secondary schools, Priority Schools have graduation rates less than 60 percent over a three year period. All Tier I or Tier II schools in the School Improvement Grant (SIG) program and are using the SIG funds to implement a school intervention model are Priority Schools (USDE, 2012).

Focus Schools are schools that have the largest within-school gaps between the highest-achieving subgroup and other subgroups or, at the high school level, have the largest within-school graduation rates. Focus Schools can also be schools that have a subgroup with low achievement on state assessments or, at the high school level, graduation rates less than sixty percent (USDE, 2012).

Reward Schools are schools that have demonstrated outstanding growth or achievement over a number of years. A Reward Schools is either a “highest-performing school” or a “high-progress school.” Highest-performing schools are Title I schools that achieve the AYP goals for all student groups and subgroups and have the highest student achievement over a number of years on statewide assessments. For secondary schools, highest-performing schools must have graduation rates above 90 percent. High-progress schools are Title I schools among the top 10 percent of Title I schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years. Each SEA applying for the ESEA waiver must develop a method to generate a list of schools that meet these criteria (U.S. Department of Education, 2012).

19. How will subjects be recruited once they are identified (e.g., mail, phone, classroom presentation)? Include copies of recruitment letters, flyers, or advertisements, or copy of script of oral request at time of recruitment.

An introduction letter will be sent to all public secondary building principals explaining the study and will ask if they would like to volunteer to participate in the study. An attached letter will ask how many teachers and building principals they have in their school.

20. Where will research be conducted? (be specific)

The research will be conducted in New Jersey and New York. Participants were identified from lists of Priority Schools, Focus Schools, and Reward Schools posted by each State Education Agency on the state education website.

21. Will deception be used? YES \_\_\_ NO X If YES, provide the rationale for the deception: N/A

22. Please explain debriefing procedures, if any, to be used in this study:

In my first letter to the building principals, I let the building principals know that I would be sending them an electronic copy of my study to schools who participate after it has been published.

23. What methodology will be taken to insure the anonymity of the subjects and the confidentiality of the data (i.e., coding system, how and where data will be stored and secured, how data will be analyzed, who will have access to data, what will happen to data after the study is completed)? [Note: For security reasons, data can no longer be stored electronically on hard drives of laptop or desktop computers. Data must now be stored electronically only on a CD or USB memory key, and kept in a locked, secure physical site.] Researchers should retain all data collected for at least 3 years after project completion.

Once the proposal has been approved by the Seton Hall University IRB and I have been given permission to start my study,

I will be contacting each building principal on the list by mail to see if they would like to participate. I will let them to know upfront that all information is strictly confidential. No names will be listed on the questionnaire or in the study. I will be assigning random numeric codes to each school to maintain confidentiality. For the schools that are willing to participate, I will be sending them two questionnaires, Organizational Climate Description Rutgers Secondary (OCDQ-RS)

and the School Culture Survey (SCS) to complete: one to measure school climate and one to measure collaborative school culture. The surveys will be given at random; each teacher or principal will have a 50% chance of completing one of the two surveys. In the directions, the teachers will be told not to put their names on the questionnaires. The building principal will only put their title. Any questionnaire that has a name will be shredded and not counted in the study. The information obtained from the surveys will be used to complete a study and will only be shared with my dissertation advisor, Dr. Stedrak, and my committee members, Dr. Colella and Dr. Brunn. Once the study has been approved and published, I will shred all questionnaires. All other information used in my study will be stored electronically on two Universal Serial Bus (USB) memory keys, one main USB memory key and one reserve USB memory key, and locked in my filing cabinet at home. All information relating to the study will be removed from my computer.

24. Is a subject follow-up anticipated? YES \_\_\_\_ NO X If Yes, for what reason? \_\_\_\_\_
- 

25. Describe the design and methodology, including all statistics, IN DETAIL. What exactly will be done to the subjects?

Due to the small number of schools in each category, all secondary public schools that were identified on the New Jersey's and New York's Priority, Focus, and Reward Schools lists were included in this study. As of School Year 2015-2016, the population was comprised of 58 Priority Schools (12 from New Jersey and 46 from New York), 140 Focus Schools (28 from New Jersey and 112 from New York), and 124 Reward Schools (17 from New Jersey and 107 from New York) (NJ Department of Education, 2016; New York State Education Department, 2016).

Before beginning the study, the building principal will receive a letter to request permission for their school to be used in the study. The principal will be given a copy of the SCS and the OCDQ-RS to examine along with the purpose of the study and the directions for completing the surveys. The building principal will also receive a letter that asked the number of questionnaires needed and the number of years that the principal served as the building principal if they wished to participate in the study. To provide an incentive for schools to participate, the building principal will be told that once the study was approved by the committee and published they would receive a free copy to gain a better understanding of school climate and school culture. Schools were removed if the building principal had less than three years' of experience in that official capacity. Schools that had return rates less than 50 percent were removed from the study. When permission was granted, an appreciation letter was sent to the building principal along with a packet of questionnaires, directions, and a pre-paid envelope to return the surveys to the researcher. The packet contained both sets of questionnaires collated in alternating survey instruments so that each teacher had equal probability of receiving the SCS survey instrument or the OCDQ-RS survey instrument. The building principal was told that the teachers would complete one of the two survey

instruments: one measuring school culture or one measuring school climate. The building principal was told that the survey instruments would take approximately ten minutes to complete. The building principal was told that participation was voluntary and participants' complete anonymity was guaranteed. They would not be asked to put their names on the questionnaires. To determine the category of school (Priority, Focus, or Reward) the questionnaires came from, the survey instruments were coded with a numeric code that only the researcher knew. Before the participants completed the questionnaires, they were told that the whole process would take less than ten minutes to complete. Their participation was completely voluntary. Each school was given a numeric code that was known only to the researcher. No school was identified by name in the study. Teachers were told there would be no direct benefits from being in the study. All completed surveys were put in a self-addressed envelope and mailed to the researcher.

Using paper and pencil instruments for this research was considered practical and reasonable. Because of the geographical distribution of the respondents and the time needed for teachers to complete and return the questionnaires, a quantitative method was the most cost effective way of gathering the data. Closed-ended questions from two questionnaires were preferred because of the sample size and the number of respondents from each school.

The Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS) is a 34-item questionnaire that measures five elements of the openness of secondary school climate. The five elements are separated into two categories: principal behaviors and teacher behaviors. The five subtests measure: supportive principal behavior; directive principal behavior; engaged teacher behavior; frustrated teacher behavior; and intimate teacher behavior. Teachers and principal responded to the items along a 4-point Likert-type scale ranging from rarely occurs to very frequently occurs. The alpha coefficients of reliability for all five categories are relatively high: supportive principal behavior (.91); directive principal behavior (.87); engaged teacher behavior (.85); frustrated teacher behavior (.85); and intimate teacher behavior (.71). Numerous researchers provided construct validity for the OCDQ-RS (Hoy et al., 1991; Hoy & Tarter, 1997; Thiec (1995); Knox, 2011; Stringham, 1999; Wolfe, 2013). Seton Hall University IRB provided construct validity for the OCQD-RS in 1999 (Stringham, 1999).

The School Culture Survey (SCS) is a 35 item descriptive questionnaire that measures six elements of a collaborative school climate. The six subtests measures: collaborative leadership; teacher collaboration; professional development; collegial support; unity of purpose; and learning partnership. The teachers responded to the items along a 5-point Likert-type scale ranging from strongly disagree to strongly agree. The alpha coefficients of reliability for all six dimensions are high: collaborative leadership (.91); teacher collaboration (.83); professional development (.87); collegial support (.80); unity of purpose (.82); and learning partnership (.66). Numerous researchers provided construct validity for the SCS (Liu, 1992; Fowler, 2006; Scooley, 2006; Patterson, 2006; Mees, 2008; Martin, 2009).

For Research Question 1 and 2, the researcher will use Z-scores to describe the means of the principal's and teachers' behavioral characteristics of school climate from each category of schools (Priority School, Focus School, & Reward School). Norm scores were provided by the authors of the OCDQ-RS survey instrument (Hoy et al., 1991). On the OCDQ-RS, the average school scores for each item were computed and all the scores were converted to standardized scores with a mean of 500 and a standard deviation of 100. By standardizing the scores, it will be easier to make direct comparisons among all schools. Standardized mean and standard deviation for each dimension of the climate are summarized in Table 1 below.

Table 1: Norm Scores for the OCDQ-RS

OCDQ Dimensions	Mean (M)	Standard Deviation (SD)
SUPPORTIVE PRINCIPAL BEHAVIOR (S)	18.19	2.66
DIRECTIVE PRINCIPAL BEHAVIOR (D)	13.96	2.49
ENGAGED TEACHER BEHAVIOR (E)	26.45	1.32
FRUSTRATED TEACHER BEHAVIOR (F)	12.33	1.98
INTIMATE TEACHER BEHAVIOR (Int)	8.80	0.92

Hoy et al. (1991), p. 178

Research Questions 3 and 4 were analyzed using standardized scores (Z-scores). Z-scores were chosen to describe the means of each component of school culture for each group of schools. The research questions focusing on school culture of secondary public schools used the norm scores obtained from the Middle Level Leadership Center at the University in Columbia to compute standardized scores for six factors: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership (Gruenert, 1998; Valentine, 2006; Gruenert & Whittaker, 2015). The mean scores and standard deviations for each factor of school climate are summarized in Table 2.

Table 2: Norm Scores for the SCS

COLLABORATIVE LEADERSHIP (C)	3.64	.21
TEACHER COLLABORATION (T)	2.90	.44
PROFESSIONAL DEVELOPMENT (P)	3.95	.15
UNITY OF PURPOSE (U)	3.81	.07
COLLEGIAL SUPPORT (CS)	3.90	.21
LEARNING PARTNERSHIP (L)	3.31	.24

Gruenert (1998), p. 96

Research Questions 5, 6, 7, 8 will be analyzed using two-tailed T-Tests and factor analysis. Two-tailed T-tests will be used to determine if the sample means are significantly different from one another. The sample size is anticipated to be relatively large and teachers' responses to the questionnaires are anticipated to be consistently close to the average value. The standard deviation is anticipated to be low. Using two-tailed T-tests will help the researcher determine if the differences could have happened by chance (Witte & Witte, 2010). Factor analysis will be used to illustrate the difference, if any, between the variables on the SCS and the OCDQ-RS in schools that consistently perform poorly, Priority Schools and Focus Schools, and schools that consistently perform well, Reward Schools.

26. Indicate how hypothesis/question of research fit methodology and design.

- 1) What is the school climate of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS)? The school climate of secondary public Priority Schools and Focus Schools will be described by comparing the sample means and the standard deviations with the standard mean and standard deviation for each factor listed on the OCDQ-RS. The standard mean and standard deviation for each factor was given by the authors of the survey instrument (Hoy et al., 1991).
- 2) What is the school climate of secondary public Reward Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)? The school climate of secondary public Reward Schools will be described by comparing the sample means and the standard deviations with the standard mean and standard deviation for each factor listed on the OCDQ-RS. The standard mean and standard deviation for each factor was given by the authors of the survey instrument (Hoy et al., 1991).
- 3) What is the school culture of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the School Culture Survey (SCS)? The school culture of secondary public Priority Schools and Focus Schools will be described by comparing the sample means and the standard deviations with the standard mean and standard deviation for each factor listed on the SCS. The standard mean and standard deviation for each factor was given by the authors of the survey instrument (Gruenert, 1998; Valentine, 2006).
- 4) What is the school culture of secondary Reward Schools in New Jersey and New York as measured by the School Culture Survey (SCS)? The school culture of secondary public Reward Schools will be described by comparing the sample means and the standard deviations with the standard mean and standard deviation for each factor listed on the SCS. The standard mean and standard deviation for each factor was given by the authors of the survey instrument (Gruenert, 1998; Valentine, 2006).
- 5) Does the school climate of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school climate of Reward Schools in New Jersey and New York? Two-tailed T-Tests will be used to determine if there

is a statistically significant difference at .05 level of significance ( $\alpha = .05$ ) between the variables measured by the OCDQ-RS.

- 6) If the school climate of secondary public Priority Schools and Focus Schools differ from the school climate of secondary public Reward Schools, what variables on the OCDQ-RS survey instrument are statistically significant? Factor analysis will be used to illustrate the difference, if any, between the variables measured on the OCDQ-RS.
  - 7) Does the school culture of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school culture of Reward Schools in New Jersey and New York? Two-tailed T-Tests will be used to determine if there is a statistically significant difference at .05 level of significance ( $\alpha = .05$ ) between the variables measured by the SCS.
  - 8) If the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools, what variables on the SCS survey instruments are statistically significant? Factor analysis will be used to illustrate the difference, if any, between the variables measured on SCS.
27. Give reliability, validity and norming information on all instruments.

1) Organizational Climate Description Questionnaire –Rutgers Secondary:

Table 3: Cronbach's Alpha for OCD-RS Dimensions and the Number of Items Measured

OCDQ Dimensions	Cronbach's Alpha	Number of Items in the Measure
SUPPORTIVE PRINCIPAL BEHAVIOR	.91	7
DIRECTIVE PRINCIPAL BEHAVIOR	.87	7
ENGAGED TEACHER BEHAVIOR	.85	10
FRUSTRATED TEACHER BEHAVIOR	.85	6
INTIMATE TEACHER BEHAVIOR	.71	4

Hoy et al. (1991), p. 48

Table 1 Provides the norming information for the OCDQ-RS and was provided by the authors of the survey instrument (Hoy et al., 1991).

2) School Culture Survey:

Table 4: Cronbach's Alpha for SCS Factors and the Number of Items Measured

SCS Factor Items	Cronbach's Alpha	Number of Items in the Measure
COLLABORATIVE LEADERSHIP	.91	11
TEACHER COLLABORATION	.83	6
PROFESSIONAL DEVELOPMENT	.87	5
UNITY OF PURPOSE	.82	5
COLLEGIAL SUPPORT	.80	4
LEARNING PARTNERSHIP	.66	4

Gruenert (1998), p. 82



Table 2 provides the norming information for the SCS and was provided by the authors of the survey instrument (Hoy et al., 1991; Valentine, 2006).

28. Describe any equipment that will come in contact with the subject. Brand name and model, as well as description of its function. If electrical equipment is connected directly to the subjects, as with GSR and EFF measures, assurances concerning the safety of the equipment (technician should certify that equipment was checked within the last month) should be included.

There will not be any equipment used in the collection of data. Two survey instruments, OCDQ-RS and the SCS will be used to collect data for the study.

ATTACH ADDITIONAL SHEETS IF NECESSARY.

Include the necessary copies of any test instruments, questionnaires, etc.

**DO NOT ATTACH COPIES OF SECTIONS OF GRANT PROPOSALS, DISSERTATIONS OR  
CLASS PROJECTS TO ANSWER THIS ITEM.**

## OCDQ-RS

**Directions:** The following are statements about your school, Please indicate the extent to which each statement characterizes your school.

	RarelyOccurs	SometimesOccurs	OftenOccurs	VeryFrequentlyOccurs
1. The mannerisms of teachers at this school are annoying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers have too many committee requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers spend time after school with students who have individual problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers are proud of their school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The principal sets an example by working hard himself/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The principal compliments teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher-principal conferences are dominated by the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Routine duties interfere with the job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers interrupt other faculty members who are talking in faculty meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student government has an influence on school policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Teachers are friendly with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The principal rules with an iron fist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The principal monitors everything teachers do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teachers' closest friends are other faculty members at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Administrative paper work is burdensome at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Teachers help and support each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Pupils solve their problems through logical reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The principal closely checks teacher activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The principal is autocratic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The morale of teachers is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Teachers know the family background of other faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assigned non-teaching duties are excessive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The principal goes out of his/her way to help teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The principal explains his/her reason for criticism to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The principal is available after school to help teachers when assistance is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Teachers invite other faculty members to visit them at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Teachers socialize with each other on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Teachers really enjoy working here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The principal uses constructive criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The principal looks out for the personal welfare of the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The principal supervises teachers closely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The principal talks more than listens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Pupils are trusted to work together without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Teachers respect the personal competence of their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***Organizational Climate Description Questionnaire – Rutgers Secondary Factors***

---

#### **I. SUPPORTIVE BEHAVIOR:**

- The principal sets an example by working hard himself/herself.
- The principal compliments teachers.
- The principal goes out of his/her way to help teachers.
- The principal explains his/her reason for criticism to teachers
- The principal is available after school to help teachers when assistance is needed.
- The principal uses constructive criticism.
- The principal looks out for the personal welfare of the faculty.

#### **II. DIRECTIVE BEHAVIOR:**

- Teacher-principal conferences are dominated by the principal.
- The principal rules with an iron fist.
- The principal monitors everything teachers do.
- The principal closely checks teacher activities.
- The principal is autocratic.
- The principal supervises teachers closely.
- The principal talks more than listens.

#### **III. ENGAGED BEHAVIOR:**

- Teachers spend time after school with students who have individual problems.
- Teachers are proud of their school
- Student government has an influence on school policy.
- Teachers are friendly with students.
- Teachers help and support each other.
- Pupils solve their problems through logical reasoning.
- The morale of teachers is high.
- Teachers really enjoy working here.
- Pupils are trusted to work together without supervision.
- Teachers respect the personal competence of their colleagues.

#### **IV. FRUSTRATED BEHAVIOR:**

- The mannerisms of teachers at this school are annoying.
- Teachers have too many committee requirements.
- Routine duties interfere with the job of teaching.
- Teachers interrupt other faculty members who are talking in faculty meetings.
- Administrative paper work is burdensome at this school.
- Assigned non-teaching duties are excessive.

#### **V. INTIMATE BEHAVIOR:**

- Teachers' closest friends are other faculty members at this school.
- Teachers know the family background of other faculty members.
- Teachers invite other faculty members to visit them at home.
- Teachers socialize with each other on a regular basis.

## School Culture Survey

Indicate the degree to which each statement describes conditions in your school.

Please use the following scale:

1=Strongly Disagree    2=Disagree    3=Undecided    4=Agree    5=Strongly Agree

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
1.	Teachers utilize professional networks to obtain information and resources for classroom instruction.	①	②	③	④	⑤
2.	Leaders value teachers' ideas.	①	②	③	④	⑤
3.	Teachers have opportunities for dialogue and planning across grades and subjects.	①	②	③	④	⑤
4.	Teachers trust each other.	①	②	③	④	⑤
5.	Teachers support the mission of the school.	①	②	③	④	⑤
6.	Teachers and parents have common expectations for student performance.	①	②	③	④	⑤
7.	Leaders in this school trust the professional judgments of teachers.	①	②	③	④	⑤
8.	Teachers spend considerable time planning together.	①	②	③	④	⑤
9.	Teachers regularly seek ideas from seminars, colleagues, and conferences.	①	②	③	④	⑤
10.	Teachers are willing to help out whenever there is a problem.	①	②	③	④	⑤
11.	Leaders take time to praise teachers that perform well.	①	②	③	④	⑤
12.	The school mission provides a clear sense of direction for teachers.	①	②	③	④	⑤
13.	Parents trust teachers' professional judgments.	①	②	③	④	⑤
14.	Teachers are involved in the decision-making process.	①	②	③	④	⑤
15.	Teachers take time to observe each other teaching.	①	②	③	④	⑤
16.	Professional development is valued by the faculty.	①	②	③	④	⑤
17.	Teachers' ideas are valued by other teachers.	①	②	③	④	⑤
18.	Leaders in our school facilitate teachers working together.	①	②	③	④	⑤
19.	Teachers understand the mission of the school.	①	②	③	④	⑤
20.	Teachers are kept informed on current issues in the school.	①	②	③	④	⑤

**Please continue on the back of this survey.**

1=Strongly Disagree    2=Disagree    3=Undecided    4=Agree    5=Strongly Agree

		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
21.	Teachers and parents communicate frequently about student performance.	①	②	③	④	⑤
22.	My involvement in policy or decision making is taken seriously.	①	②	③	④	⑤
23.	Teachers are generally aware of what other teachers are teaching.	①	②	③	④	⑤
24.	Teachers maintain a current knowledge base about the learning process.	①	②	③	④	⑤
25.	Teachers work cooperatively in groups.	①	②	③	④	⑤
26.	Teachers are rewarded for experimenting with new ideas and techniques.	①	②	③	④	⑤
27.	The school mission statement reflects the values of the community.	①	②	③	④	⑤

28.	Leaders support risk-taking and innovation in teaching.	①	②	③	④	⑤
29.	Teachers work together to develop and evaluate programs and projects.	①	②	③	④	⑤
30.	The faculty values school improvement.	①	②	③	④	⑤
31.	Teaching performance reflects the mission of the school.	①	②	③	④	⑤
32.	Administrators protect instruction and planning time.	①	②	③	④	⑤
33.	Teaching practice disagreements are voiced openly and discussed.	①	②	③	④	⑤
34.	Teachers are encouraged to share ideas.	①	②	③	④	⑤
35.	Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.	①	②	③	④	⑤

Steve Gruenert and Jerry Valentine, Middle Level Leadership Center, University of Missouri, 1998.  
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### *School Culture Survey Factors*

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#### **I. COLLABORATIVE LEADERSHIP:**

Leaders value teacher's ideas.  
Leaders in this school trust the professional judgement of teachers.  
Leaders take time to praise teachers that perform well.  
Teachers are involved in the decision-making process.  
Leaders in our school facilitate teachers working together.  
Teachers are kept informed on current issues in the school.  
My involvement in policy or decision making is taken seriously.  
Leaders support risk-taking and innovation in teaching.  
Administrators protect instruction and planning time.  
Teachers are encouraged to share ideas.

#### **II. TEACHER COLLABORATION:**

Teachers have opportunities for dialogue and planning across grades and subjects.  
Teachers spend considerable time planning together.  
Teachers take time to observe each other teaching.  
Teachers are generally aware of what other teachers are taking.  
Teachers work together to develop and evaluate programs and projects.

#### **III. PROFESSIONAL DEVELOPMENT:**

Teachers utilize professional networks to obtain information and resources for classroom instruction.  
Teachers regularly seek ideas from seminars, colleagues, and conferences.  
Professional development is valued by the faculty.  
Teachers maintain a current knowledge based about the learning process.  
The faculty values school improvement.

#### **IV. UNITY OF PURPOSE:**

Teachers support the mission of the school.  
The school mission provides a clear sense of directions for teachers.  
Teachers understand the mission of the school.  
The school mission statement reflects the values of the community.  
Teaching performance reflects the mission of the school.

#### **V. COLLEGIAL SUPPORT:**

Teachers trust each other.  
Teachers are willing to help out whenever there is a problem.  
Teachers' ideas are valued by other teachers.  
Teachers work cooperatively in groups.

#### **VI. LEARNING PARTNERSHIP:**

Teachers and parents have common expectations for student performance.  
Parents trust teachers; professional judgements.  
Teachers and parents communicate frequently about student performance.  
Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.

**Appendix M. Seton Hall University IRB Approval Letter**



August 28, 2017

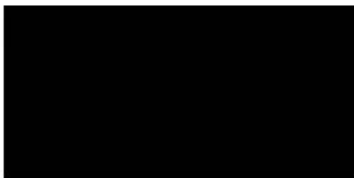
James Horton  
[REDACTED]

Dear Mr. Horton,

The Seton Hall University Institutional Review Board has reviewed your research proposal entitled "A Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools in New Jersey and New York" and has categorized it as exempt.

Final approval to conduct research is granted only in the following six research locations:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Conditional approval to conduct research at the following six research locations is granted:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



The condition will be removed for each site once you submit documentation to the Seton Hall University IRB office that each site's IRB or Superintendent has approved your research. You will then receive a letter from the Seton Hall University IRB office confirming this. Until that time, you are not to conduct research at any of these six sites.

Enclosed for your records is the signed Request for Approval form.

Office of Institutional Review Board  
Presidents Hall • 400 South Orange Avenue • South Orange, New Jersey 07079 • Tel: 973.313.6314 • Fax: 973.275.2361 • [www.shu.edu](http://www.shu.edu)

A HOME FOR THE MIND, THE HEART AND THE SPIRIT





October 2, 2017

James A. Horton Jr.  
[REDACTED]

Dear Mr. Horton,

The IRB hereby approves the requested amendments to your research protocol, "A Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools in New Jersey and New York" to:

1. change the date on the welcome letter for the principals to respond back by October 19, 2017.
2. add the following schools as approved research locations:
  - a. [REDACTED]
  - b. [REDACTED]
  - c. [REDACTED]
  - d. [REDACTED]

Sincerely,

*Mary F. Ruzicka, Ph.D.*

Mary F. Ruzicka, Ph.D.  
Professor  
Director, Institutional Review Board

cc: Dr. Luke Stedrak

**Office of Institutional Review Board**

Presidents Hall • 400 South Orange Avenue • South Orange, New Jersey 07079 • Tel: 973.313.6314 • Fax: 973.275.2361 • [www.shu.edu](http://www.shu.edu)

A HOME FOR THE MIND, THE HEART AND THE SPIRIT

## NPS Research Application

8

MR

Mary F Ruzicka

Reply all|

Wed 11/1/2017, 9:15 AM

James A Horton;

Luke J Stedrak

Report Phish

Action Items

Dear Mr. Horton,

Thank you for the materials. All conditions imposed by the IRB are now lifted. Please proceed with your research.

Mary F. Ruzicka, Ph.D.

Professor

Director, Institutional Review Board

Seton Hall University

973-313-6314

**Appendix N. Letter to School District Superintendents**

Mm, dd, year  
XXXX, New Jersey XXXXX

Superintendent's Names  
School District  
School Address

Re: A Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools in New Jersey and New York

Dear Superintendent's (First Name) (Last Name),

Sir, I am a doctoral student under the directions of Dr. Luke J. Stedrak in the Department of Education Leadership, Management and Policy at Seton Hall University. I am seeking your permission to invite the building principal at (School Name) to participate in my study. The Seton Hall University Institutional Review Board requires that I get each school district superintendent's permission before I contact the building principal in their school district (Enclosure 1).

I am doing a descriptive study of school climate and school culture of selected public secondary schools in New Jersey and New York. The descriptive study will describe school climate and school culture in public secondary Priority, Focus, and Reward schools as defined by the Elementary and Secondary Education Act (ESEA) *Flexibility* waiver. The research study will attempt to determine if there are statistically significant differences between factors in school climate and school culture between types of schools as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary and the School Culture Survey (Enclosure 2 and 3). The results of this study may assist you and your building principals identify key factors in school climate and collaborative school cultures that can significantly influence student achievement over many years.

The research study will involve the building principal and the school teachers completing **one of two** surveys. Each survey uses 35 Likert-type items and should only take about **10 minutes** to complete. Participation in this study will be voluntary. No one will know that the teacher or the building principal participated in the study and nothing they say on the survey will be used to evaluate building principal's or teacher's performance. To ensure anonymity, each participating school will be assigned a random generated numeric number that will be known only to the researcher. In the dissertation, only numeric codes will be listed. The directions in the survey will ask participants, other than the building principal, not to list their names or titles. The building principal will be asked to list his title only to identify that the survey was completed by the building principal. The building principal's responses will be used collectively with other building principals in the state to compare their view of school climate and school culture with the teachers' view of school climate and school culture in each subgroup. Once my dissertation

has been approved and published, I will email you a copy of my dissertation for your review and consideration.

Attached is an executive summary of my study, a letter from Seton Hall University's IRB, and copies of the two surveys for your consideration. May I please have your permission to invite the building principal at (School Name) to participate in my doctoral study? Please feel free to contact me at my e-mail at james.horton@student.shu.edu or by phone at (xxx) xxx-xxxx if you have any questions or concerns. Thank you very much for your consideration and I look forward to your response.

Very respectfully,

James A. Horton Jr.  
Ed.D. Student  
College of Education and Human Services  
Seton Hall University

Enclosures:

Letter from Seton Hall University IRB  
Organizational Climate Description Questionnaire – Rutgers Secondary  
School Culture Survey  
Executive Summary of Study

Date: April 15, 2017

Re: Executive Brief of a Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools in New Jersey and New York

1. Problem: Most studies that exist look specifically at school climate and school culture as separate entities and their relationship to school or teacher performance. A dearth of research exists studying the relationship between school climate and school culture with secondary schools that perform poorly and schools that perform well in secondary public schools (Cohen et al., 2009; Thiec, 1995). School climate can play a significant role in shaping school culture (Gruenert, 2008; Schein, 2010). School climate is the main leverage to changing school culture, if a building principal would like to change the school culture, they must begin by changing the school climate (Gruenert, 2008).
2. Rationalization: Kytle and Bogotech (2000) suggested that real and sustained educational reform occurred more frequently by first changing a school culture than by changing personnel, school structures, and policies. Wang et al. (1997) found that school culture had a more significant impact on student learning than did school organizations, state and local educational policies, and student demographics. School climate has been often called the fourth important part of school success, after curriculum material, instruction, and teachers. It contributes to the academic success of students and often predicts the degree to which active learning is taking place (Doll, 2010). Sweetland and Hoy (2000) argued that the two most powerful variables associated with student achievement and school performance were socioeconomic status and school culture. School climate can play a significant role in shaping school culture (Gruenert, 2008; Schein, 2010). It takes about 1 to 3 years to affect change in school climate and it takes about 3 to 5 years to affect change in school culture (Schein, 2010). School climate is the main leverage to changing school culture; if school leaders would like to change the school culture, they must begin by changing the school climate (Gruenert, 2008). School climate and school culture can be key factors in improving student achievement.
3. Participants: Participants will be secondary public school teachers and building principals from Priority, Focus, and Reward Schools in New Jersey and New York. The U.S. Department of Education (ED), under the Elementary and Secondary Education Act of 1965, updated by the No Child Left Behind Act, 2001, developed a list of requirements that defined poorly performing schools (Priority Schools), schools with stubborn achievement gaps or had weak performance among “subgroups” students (Focus Schools), and schools that performed exceptionally well (Reward Schools) over a three year period (USDE, 2012). Subject to the Superintendent’s and the building principal’s approval, I would like to use the schools in your school district that are listed on the Reward, Focus, and Priority Schools List in my research. The criterion for selection of building principals in the study is they must have been in the position for at least two years. The purpose for selecting two years is it takes about two years for a building principal to change school climate (Schein, 2010; Valentine, 2006; Gruenert 2008). The criterion for selection of teachers is they must be employed by the school district. Multi-level regression analysis will be used to account for nested data.

4. The following research questions were used to guide my research study:

- 1) What is the school climate of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS)?
- 2) What is the school climate of secondary public Reward Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?
- 3) What is the school culture of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
- 4) What is the school culture of secondary Reward Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
- 5) Does the school climate of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school climate of Reward Schools in New Jersey and New York?
- 6) If the school climate of secondary public Priority Schools and Focus Schools differ from the school climate of secondary public Reward Schools, what variables on the OCDQ-RS survey instrument are statistically significant?
- 7) Does the school culture of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school culture of Reward Schools in New Jersey and New York?
- 8) If the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools, what variables on the SCS survey instruments are statistically significant?

#### C. Instrumentation development/identification:

The research study will use two survey instruments to collect information on school climate and school culture. The School Culture Survey (SCS) will be used to analyze the school culture and the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS) will be used to analyze the school climate

The School Culture Survey (SCS) is a 35-item descriptive questionnaire that measures six elements of a collaborative school climate. The six subtests measures: collaborative leadership; teacher collaboration; professional development; collegial support; unity of purpose; and learning partnership. The teachers responded to the items along a 5-point Likert-type scale ranging from strongly disagree to strongly agree. The alpha coefficients of reliability for all six dimensions are high: collaborative leadership (.91); teacher collaboration (.83); professional development (.87); collegial support (.80); unity of purpose (.82); and learning partnership (.66).

The Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS) is a 34-item questionnaire that measures five elements of the openness of secondary school climate. The five elements are separated into two categories: principal behaviors and teacher behaviors. The five subtests measure: supportive principal behavior; directive principal behavior; engaged teacher behavior; frustrated teacher behavior; and intimate teacher behavior. Teachers and principal responded to the items along a 4-point Likert-type scale ranging from rarely occurs to very frequently occurs. The alpha coefficients of reliability for all five categories are relatively high: supportive principal behavior (.91); directive principal behavior (.87); engaged teacher behavior (.85); frustrated teacher behavior (.85); and intimate teacher behavior (.71).

Research Questions 1 and 2 will be analyzed using standardized scores (Z-Scores). Z-scores will be used to describe the means of each the principal's and teachers' behavioral characteristics from each category of schools. The research questions will focus on school climate of secondary public schools using the standardized scores from the OCDQ-RS developed by Hoy et al. (1991). On the OCDQ-RS, the average school scores for each item will be computed and all the scores will be converted to standardized scores with a mean of 500 and a standard deviation of 100. The normative data used for the OCDQ-Rs were developed from a study by Hoy et al. (1991) from a sample of New Jersey schools used in developing the survey instrument. By standardizing the scores, it will be easier to make direct comparisons among all schools. The mean scores and standard deviations for each dimension of climate are summarized in Table 1. Multi-level regression will be used to account for nested data.

Table 1

Norm Scores for the OCDQ-RS

OCDQ Dimensions	Mean (M)	Standard Deviation (SD)
SUPPORTIVE PRINCIPAL BEHAVIOR (S)	18.19	2.66
DIRECTIVE PRINCIPAL BEHAVIOR (D)	13.96	2.49
ENGAGED TEACHER BEHAVIOR (E)	26.45	1.32
FRUSTRATED TEACHER BEHAVIOR (F)	12.33	1.98
INTIMATE TEACHER BEHAVIOR (Int)	8.80	0.92

Hoy et al. (1991), p. 178

The following formulas are used to convert school's subtest scores to standardized scores (SdS) with a mean of 500 and a standard deviation of 100:

$$\begin{aligned} \text{SdS for S} &= 100 (S - 18.19)/2.66 + 500; \\ \text{SdS for D} &= 100 (D - 13.96)/2.49 + 500; \\ \text{SdS for E} &= 100 (E - 26.45)/1.32 + 500; \\ \text{SdS for F} &= 100 (F - 12.23)/1.98 + 500; \\ \text{SdS for Int} &= 100 (\text{Int} - 12.33)/0.92 + 500. \end{aligned}$$

With 500 being the standardized mean, the number of standard deviations was determined:



If the score was 200, it is lower than 99% of the schools;  
 If the score was 300, it is lower than 97% of the schools;  
 If the score was 400, it is lower than 84% of the schools;  
 If the score was 500, it is average;  
 If the score was 600, it is higher than 84% of the schools;  
 If the score was 700, it is higher than 97% of the schools;  
 If the score was 800, it is higher than 99% of the schools.

To interpret the standardized scores for the OCDQ-RS, a school score of 600 on Supportive Principal Behavior is one standard deviation from the average score on Supportive Principal Behavior in the sample. A school score of 600 in Supportive Principal Behavior may indicate that the building principal is more supportive than 84% of the other building principals in the study. As school score of 200 represents a school that is within three standard deviations below the mean on the subtest. A school score of 200 in Supportive Principal Behavior may indicate that the building principal is less supportive than 99% of the other building principals in the study (Hoy et al., 1991).

Research Questions 3 and 4 will be analyzed using standardized scores (Z-Test). Z-scores were chosen to describe the means of each component of school culture for each group of schools. The research questions focusing on school culture of secondary public schools will use the standardized means and standard deviations obtained from the Middle Level Leadership Center at the University in Columbia to compute standardized scores for six factors: collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support, and learning partnership (Gruenert, 1998; Valentine, 2006). The mean scores and standard deviations for each factor of school climate are summarized in Table 2.

Table 2

Norm Scores for the SCS

OCDQ Dimensions	Mean (M)	Standard Deviation (SD)
COLLABORATIVE LEADERSHIP (C)	3.64	.21
TEACHER COLLABORATION (T)	2.90	.44
PROFESSIONAL DEVELOPMENT (P)	3.95	.15
UNITY OF PURPOSE (U)	3.81	.07
COLLEGIAL SUPPORT (CS)	3.90	.21
LEARNING PARTNERSHIP (L)	3.31	.24

Gruenert (1989), p. 96

The following formulas are used to convert school's subtest scores to standardized scores (SdS) with a mean of 500 and a standard deviation of 100:

SdS for C =  $100(C - 3.64)/.21 + 500$ ;

SdS for T =  $100(T - 2.90)/.44 + 500$ ;

SdS for P =  $100 (P - 3.95) / .15 + 500$ ;  
 SdS for U =  $100 (U - 3.81) / .07 + 500$ ;  
 SdS for CS =  $100 (CS - 3.90) / .21 + 500$ ;  
 SdS for L =  $100 (L - 3.31) / .24 + 500$ .

Using standardized scores, the range of scores were determined:

If the score was 200, it is lower than 99% of the schools;  
 If the score was 300, it is lower than 97% of the schools;  
 If the score was 400, it is lower than 84% of the schools;  
 If the score was 500, it is average;  
 If the score was 600, it is higher than 84% of the schools;  
 If the score was 700, it is higher than 97% of the schools;  
 If the score was 800, it is higher than 99% of the schools;

To interpret the standardized scores for the SCS, a school score of 600 on Collaborative Leadership is one standard deviation from the average score on Collaborative Leadership in the sample. A school score of 600 in Collaborative Leadership would indicate that the building principal collaborates with his teachers more than 84% of the other building principals in the study. As school score of 200 represents a school that is within three standard deviations below the mean on the subtest. A school score of 200 in Collaborative Leadership would indicate that the building principal is less collaborative than 99% of the other building principals in the study. Multi-level regression analysis will be used to account for nested data.

Research Questions 5, 6, 7, 8 will be analyzed using two-tailed T-Tests and factor analysis. T-Tests was determined to be the best statistical instruments to compare the climate and culture of schools and to determine which components were statistically significant at .05 level of significance ( $\alpha = .05$ ). Factor analysis will be used to illustrate the difference, if any, between the components of school climate and school culture.

4. Method: I will be sending the school principal a letter inviting them to participate in the study. For the schools that are willing to participate, I will be sending them two questionnaires, Organizational Climate Description Rutgers Secondary (OCDQ-RS) and the School Culture Survey (SCS) to complete: one to measure school climate and one to measure collaborative school culture. The surveys will be given at random; each teacher or principal will have a 50% chance of completing one of the two surveys. The participants will only complete 1 survey and it will take approximately 10 minutes to complete. In the directions, the teachers will be told not to put their names on the questionnaires. The building principal will only put their title only to identify that the survey was completed by the building principal. The building principal's response will be used collectively with the other building principals to compare their responses to the teachers' responses in their subgroup. Any questionnaire that has a name will be shredded and not counted in the study. The information obtained from the surveys will be used to complete a study and will only be shared with my dissertation advisor, Dr. Stedrak, and my committee members. All surveys will be disposed of three years after the completion of this study. All other information used in my study will be stored electronically on two Universal Serial Bus (USB) memory keys, one main USB memory key and one reserve USB memory key, and locked in my filing cabinet at home. The linking codes will be securely kept in a separate

location from the research data. All information relating to the study will be removed from my computer.

##### 5. Benefits to the School and School District:

This study has relevance from a practical perspective and from a policy perspective. In practice, the building principal has been identified as the person who is able to affect change in his school and plays a crucial role in developing and implementing educational reform (Sergiovanni, 2001; Waters et al., 2003; Leithwood et al., 2004; Hanushek et al., 2013; Lindahl, 2011). Teachers are key players in helping build collaborative school climates (Louise et al., 1996; Goddard et al., 2010). By understanding the relationship between school climate and school culture, building principals and teachers are able to develop a collaborative school climate in the short-term that may help shape a school culture that provides the best environment to educate students, build strong parental and community support, and fosters continual growth (Hargreaves, 1994; Sarason, 1996; Deal & Peterson, 2009). From a policy perspective, Superintendents and school boards can help shape school practice. School boards and Superintendents who understand the relationship between school climate and school culture are better able to develop school policies that builds supportive school climates and strengthens collaborative school cultures (Gruenert, 2008; Cohen et al., 2009).

Once my research study has been completed and published, I will be sending the school Superintendent and the building principal a copy of my study. The results from this study may help school leaders identify key factors in school climate that can be used to shape an effective school culture that may lead to sustained high student achievement (Hargreaves, 1994; Sarason, 1996; Deal & Peterson, 2009).

**Appendix O. Follow-Up E-Mail to School Superintendents**

## Seeking Approval to Conduct a Study

JH

James A Horton

Reply all

Fri 7/21/2017, 12:04 PM

Sent Items

Executive Summary.docx 22 KB  
 ocdq-rs.docx 18 KB  
 Letter From IRB.pdf 199 KB  
 B. School Culture Survey.doc 69 KB

Show all 4 attachments (308 KB) Download all  
 Save all to OneDrive - Seton Hall University

Report Phish

Office of the Superintendent of Schools

Good morning and thank you very much for your assistance. I am trying to get permission to conduct a study in a New Jersey high school and am trying to find the point of contact in your school district to send information. Thank you for your help.

I am a doctoral student at Seton Hall University in New Jersey and currently working on my dissertation. I would like to compare the school climate and school culture of schools that consistently have high student achievement to schools that have poor student achievement. This research study will describe the school climate and school culture of secondary schools and will attempt to determine if there are statistically significant differences between factors in school climate and school culture as measured by the Organizational Climate Description Questionnaire – Rutgers Secondary and the School Culture Survey.

The research study will involve the building principal and the school teachers completing **one of two** surveys. Each survey uses 35 Likert-type items and should only take about **10 minutes** to complete. Participation in this study will be voluntary. No one will know that the teacher or the building principal participated in the study and nothing they say on the survey will be used to evaluate building principal's or teacher's performance. To ensure anonymity, each participating school will be assigned a random generated numeric number that will be known only to the researcher. In the dissertation, only numeric codes will be listed. The directions in the survey will ask participants, other than the building principal, not to list their names or titles. The building principal will be asked to list his title only to identify that the survey was completed by the building principal. Mr. Grable's responses will be used collectively with other building principals in the state to compare their view of school climate and school culture with the teachers' view of school climate and school culture in each subgroup. This study may assist building principals identify key factors in school climate and collaborative school cultures that may significantly influence student achievement. Once my dissertation has been approved and published, I will email Mr. Brosdal and Mr. Grable a copy of my dissertation for their consideration.

Seton Hall University's Institutional Review Board (IRB) requests that I have the Superintendent's permission first before the IRB will approve my study. If I can get permission, I will still send a letter to

each building principal requesting their participation. I would like to submit my study for the IRB's consideration on September 10, 2017 and hopefully will begin my study on October 1, 2017.

Attached is an executive summary of my study, a letter from Seton Hall University's IRB, and copies of the two surveys for your consideration. Would you please e-mail at [james.horton@student.shu.edu](mailto:james.horton@student.shu.edu) if I can use your high school in my research. Please feel free to contact me at my e-mail or by phone at (xxx) xxx-xxxx if you have any questions or comments. My dissertation adviser is Dr. Luke Stedrak if you have any questions or comments.

Very respectfully,

James A. Horton Jr.  
Ed.D. Student  
College of Education and Human Services  
Seton Hall University

From: James A. Horton Jr., Ed.D. Student, Seton Hall University

Re: Executive Brief of a Descriptive Study of School Climate and School Culture in Selected Public Secondary Schools in New Jersey and New York

1. Problem: Most studies that exist look specifically at school climate and school culture as separate entities and their relationship to school or teacher performance. A dearth of research exists studying the relationship between school climate and school culture with secondary schools that perform poorly and schools that perform well in secondary public schools (Cohen et al., 2009; Thiec, 1995). School climate can play a significant role in shaping school culture (Gruenert, 2008; Schein, 2010). School climate is the main leverage to changing school culture, if a building principal would like to change the school culture, they must begin by changing the school climate (Gruenert, 2008).

2. Rationalization: Kytte and Bogotech (2000) suggested that real and sustained educational reform occurred more frequently by first changing a school culture than by changing personnel, school structures, and policies. Wang et al. (1997) found that school culture had a more significant impact on student learning than did school organizations, state and local educational policies, and student demographics. School climate has been often called the fourth important part of school success, after curriculum material, instruction, and teachers. It contributes to the academic success of students and often predicts the degree to which active learning is taking place (Doll, 2010). Sweetland and Hoy (2000) argued that the two most powerful variables associated with student achievement and school performance were socioeconomic status and school culture. School climate can play a significant role in shaping school culture (Gruenert, 2008; Schein, 2010). It takes about 1 to 3 years to affect change in school climate and it takes about 3 to 5 years to affect change in school culture (Schein, 2010). School climate is the main leverage to changing school culture; if school leaders would like to change the school culture, they must begin by changing the school climate (Gruenert, 2008). School climate and school culture can be key factors in improving student achievement.

3. Participants: Participants will be secondary public school teachers and building principals from Priority, Focus, and Reward Schools in New Jersey and New York. The U.S. Department of Education (ED), under the Elementary and Secondary Education Act of 1965, updated by the No Child Left Behind Act, 2001, developed a list of requirements that defined poorly performing schools (Priority Schools), schools with stubborn achievement gaps or had weak performance among “subgroups” students (Focus Schools), and schools that performed exceptionally well (Reward Schools) over a three year period (USDE, 2012). Subject to the Superintendent’s and the building principal’s approval, I would like to use the schools in your school district that are listed on the Reward, Focus, and Priority Schools List in my research. The criterion for selection of building principals in the study is they must have been in the position for at least two years. The purpose for selecting two years is it takes about two years for a building principal to change school climate (Schein, 2010; Valentine, 2006; Gruenert 2008). The criterion for selection of teachers is they must be employed by the school district. Multi-level regression analysis will be used to account for nested data.

4. The following research questions were used to guide my research study:

1) What is the school climate of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?

- 2) What is the school climate of secondary public Reward Schools in New Jersey and New York as measured by the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS)?
- 3) What is the school culture of secondary public Priority Schools and Focus Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
- 4) What is the school culture of secondary Reward Schools in New Jersey and New York as measured by the School Culture Survey (SCS)?
- 5) Does the school climate of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school climate of Reward Schools in New Jersey and New York?
- 6) If the school climate of secondary public Priority Schools and Focus Schools differ from the school climate of secondary public Reward Schools, what variables on the OCDQ-RS survey instrument are statistically significant?
- 7) Does the school culture of secondary Priority Schools and Focus Schools in New Jersey and New York differ from the school culture of Reward Schools in New Jersey and New York?
- 8) If the school culture of secondary Priority Schools and Focus Schools differ from the school culture of Reward Schools, what variables on the SCS survey instruments are statistically significant?

C. Instrumentation development/identification:

The research study will use two survey instruments to collect information on school climate and school culture. The School Culture Survey (SCS) will be used to analyze the school culture and the Organizational Climate Description Questionnaire –Rutgers Secondary (OCDQ-RS) will be used to analyze the school climate

The School Culture Survey (SCS) is a 35-item descriptive questionnaire that measures six elements of a collaborative school climate. The six subtests measures: collaborative leadership; teacher collaboration; professional development; collegial support; unity of purpose; and learning partnership. The teachers responded to the items along a 5-point Likert-type scale ranging from strongly disagree to strongly agree. The alpha coefficients of reliability for all six dimensions are high: collaborative leadership (.91); teacher collaboration (.83); professional development (.87); collegial support (.80); unity of purpose (.82); and learning partnership (.66).

The Organizational Climate Description Questionnaire – Rutgers Secondary (OCDQ-RS) is a 34-item questionnaire that measures five elements of the openness of secondary school climate. The five elements are separated into two categories: principal behaviors and teacher behaviors. The five subtests measure: supportive principal behavior; directive principal behavior; engaged teacher behavior; frustrated teacher behavior; and intimate teacher behavior. Teachers and principal responded to the items along a 4-point Likert-type scale ranging from rarely occurs to very frequently occurs. The alpha coefficients of reliability for all five categories are relatively high: supportive principal behavior (.91); directive principal behavior (.87); engaged teacher behavior (.85); frustrated teacher behavior (.85); and intimate teacher behavior (.71).

Research Questions 1 and 2 will be analyzed using standardized scores (Z-Scores). Z-scores will be used to describe the means of each the principal's and teachers' behavioral characteristics from each category of schools. The research questions will focus on school climate of secondary public schools using the standardized scores from the OCDQ-RS developed by Hoy et al. (1991). On the OCDQ-RS, the



average school scores for each item will be computed and all the scores will be converted to standardized scores with a mean of 500 and a standard deviation of 100. The normative data used for the OCDQ-Rs were developed from a study by Hoy et al. (1991) from a sample of New Jersey schools used in developing the survey instrument. By standardizing the scores, it will be easier to make direct comparisons among all schools. The mean scores and standard deviations for each dimension of climate are summarized in Table 1. Multi-level regression will be used to account for nested data.

Table 1

Norm Scores for the OCDQ-RS

OCDQ Dimensions	Mean (M)	Standard Deviation (SD)
SUPPORTIVE PRINCIPAL BEHAVIOR (S)	18.19	2.66
DIRECTIVE PRINCIPAL BEHAVIOR (D)	13.96	2.49
ENGAGED TEACHER BEHAVIOR (E)	26.45	1.32
FRUSTRATED TEACHER BEHAVIOR (F)	12.33	1.98
INTIMATE TEACHER BEHAVIOR (Int)	8.80	0.92

Hoy et al. (1991), p. 178

The following formulas are used to convert school's subtest scores to standardized scores (SdS) with a mean of 500 and a standard deviation of 100:

SdS for S = 100  $(S - 18.19)/2.66 + 500$ ;  
 SdS for D = 100  $(D - 13.96)/2.49 + 500$ ;  
 SdS for E = 100  $(E - 26.45)/1.32 + 500$ ;  
 SdS for F = 100  $(F - 12.23)/1.98 + 500$ ;  
 SdS for Int = 100  $(Int - 12.33)/0.92 + 500$ .

With 500 being the standardized mean, the number of standard deviations was determined:

If the score was 200, it is lower than 99% of the schools;  
 If the score was 300, it is lower than 97% of the schools;  
 If the score was 400, it is lower than 84% of the schools;  
 If the score was 500, it is average;  
 If the score was 600, it is higher than 84% of the schools;  
 If the score was 700, it is higher than 97% of the schools;  
 If the score was 800, it is higher than 99% of the schools.

To interpret the standardized scores for the OCDQ-RS, a school score of 600 on Supportive Principal Behavior is one standard deviation from the average score on Supportive Principal Behavior in the sample. A school score of 600 in Supportive Principal Behavior may indicate that the building principal is more supportive than 84% of the other building principals in the study. As school score of 200 represents a school that is within three standard deviations below the mean on the subtest. A school score of 200 in Supportive Principal Behavior may indicate that the building principal is less supportive than 99% of the other building principals in the study (Hoy et al., 1991).

Research Questions 3 and 4 will be analyzed using standardized scores (Z-Test). Z-scores were chosen to describe the means of each component of school culture for each group of schools. The research questions focusing on school culture of secondary public schools will use the standardized means and standard deviations obtained from the Middle Level Leadership Center at the University in Columbia

to compute standardized scores for six factors: collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support, and learning partnership (Gruenert, 1998; Valentine, 2006). The mean scores and standard deviations for each factor of school climate are summarized in Table 2.

Table 2

Norm Scores for the SCS

OCDQ Dimensions	Mean (M)	Standard Deviation (SD)
COLLABORATIVE LEADERSHIP (C)	3.64	.21
TEACHER COLLABORATION (T)	2.90	.44
PROFESSIONAL DEVELOPMENT (P)	3.95	.15
UNITY OF PURPOSE (U)	3.81	.07
COLLEGIAL SUPPORT (CS)	3.90	.21
LEARNING PARTNERSHIP (L)	3.31	.24

Gruenert (1989), p. 96

The following formulas are used to convert school's subtest scores to standardized scores (SdS) with a mean of 500 and a standard deviation of 100:

$$\text{SdS for C} = 100(\text{C} - 3.64)/.21 + 500;$$

$$\text{SdS for T} = 100(\text{T} - 2.90)/.44 + 500;$$

$$\text{SdS for P} = 100(\text{P} - 3.95)/.15 + 500;$$

$$\text{SdS for U} = 100(\text{U} - 3.81)/.07 + 500;$$

$$\text{SdS for CS} = 100(\text{CS} - 3.90)/.21 + 500;$$

$$\text{SdS for L} = 100(\text{L} - 3.31)/.24 + 500.$$

Using standardized scores, the range of scores were determined:

If the score was 200, it is lower than 99% of the schools;

If the score was 300, it is lower than 97% of the schools;

If the score was 400, it is lower than 84% of the schools;

If the score was 500, it is average;

If the score was 600, it is higher than 84% of the schools;

If the score was 700, it is higher than 97% of the schools;

If the score was 800, it is higher than 99% of the schools;

To interpret the standardized scores for the SCS, a school score of 600 on Collaborative Leadership is one standard deviation from the average score on Collaborative Leadership in the sample. A school score of 600 in Collaborative Leadership would indicate that the building principal collaborates with his teachers more than 84% of the other building principals in the study. As school score of 200 represents a school that is within three standard deviations below the mean on the subtest. A school score of 200 in Collaborative Leadership would indicate that the building principal is less collaborative than 99% of the other building principals in the study. Multi-level regression analysis will be used to account for nested data.

Research Questions 5, 6, 7, 8 will be analyzed using two-tailed T-Tests and factor analysis. T-Tests was determined to be the best statistical instruments to compare the climate and culture of schools and to determine which components were statistically significant at .05 level of significance ( $\alpha = .05$ ). Factor

analysis will be used to illustrate the difference, if any, between the components of school climate and school culture.

4. Method: I will be sending the school principal a letter inviting them to participate in the study. For the schools that are willing to participate, I will be sending them two questionnaires, Organizational Climate Description Rutgers Secondary (OCDQ-RS) and the School Culture Survey (SCS) to complete: one to measure school climate and one to measure collaborative school culture. The surveys will be given at random; each teacher or principal will have a 50% chance of completing one of the two surveys. The participants will only complete 1 survey and it will take approximately 10 minutes to complete. In the directions, the teachers will be told not to put their names on the questionnaires. The building principal will only put their title only to identify that the survey was completed by the building principal. The building principal's response will be used collectively with the other building principals to compare their responses to the teachers' responses in their subgroup. Any questionnaire that has a name will be shredded and not counted in the study. The information obtained from the surveys will be used to complete a study and will only be shared with my dissertation advisor, Dr. Stedrak, and my committee members. All surveys will be disposed of three years after the completion of this study. All other information used in my study will be stored electronically on two Universal Serial Bus (USB) memory keys, one main USB memory key and one reserve USB memory key, and locked in my filing cabinet at home. The linking codes will be securely kept in a separate location from the research data. All information relating to the study will be removed from my computer.

#### 5. Benefits to the School and School District:

This study has relevance from a practical perspective and from a policy perspective. In practice, the building principal has been identified as the person who is able to affect change in his school and plays a crucial role in developing and implementing educational reform (Sergiovanni, 2001; Waters et al., 2003; Leithwood et al., 2004; Hanushek et al., 2013; Lindahl, 2011). Teachers are key players in helping build collaborative school climates (Louise et al., 1996; Goddard et al., 2010). By understanding the relationship between school climate and school culture, building principals and teachers are able to develop a collaborative school climate in the short-term that may help shape a school culture that provides the best environment to educate students, build strong parental and community support, and fosters continual growth (Hargreaves, 1994; Sarason, 1996; Deal & Peterson, 2009). From a policy perspective, Superintendents and school boards can help shape school practice. School boards and Superintendents who understand the relationship between school climate and school culture are better able to develop school policies that builds supportive school climates and strengthens collaborative school cultures (Gruenert, 2008; Cohen et al., 2009).

Once my research study has been completed and published, I will be sending the school Superintendent and the building principal a copy of my study. The results from this study may help school leaders identify key factors in school climate that can be used to shape an effective school culture that may lead to sustained high student achievement (Hargreaves, 1994; Sarason, 1996; Deal & Peterson, 2009).

**Appendix P. List of Schools Participating in Study**

**List of Schools that Participated in Study**

<b><u>Code</u></b>	<b><u>Type</u></b>	<b><u>Number of Responses</u></b>	<b><u>Total Teachers in School</u></b>	<b><u>Rate of Return</u></b>
7535	F	32	68	47.06%
7966	F	24	34	70.59%
8929	F	25	32	78.13%
8871	R	19	24	79.17%
6113	R	22	32	68.75%
3513	F	39	117	33.33%
3272	P	45	101	44.55%
5722	P	19	28	67.86%
8763	P	18	23	78.26%
6141	F	33	111	29.73%
7534	F	17	27	62.96%
7733	F	18	30	60.00%
7999	P	23	55	41.82%
7795	F	22	52	42.31%
8656	F	17	29	58.62%
7920	F	35	99	35.35%
6281	R	19	23	82.61%
7740	P	26	40	65.00%
6788	P	19	35	54.29%
6084	R	21	27	77.78%
7367	P	22	28	78.57%
7288	F	27	32	84.38%
6374	P	22	31	70.97%
8527	P	26	32	81.25%
7880	P	31	52	59.62%
5672	R	41	78	52.56%

Code: (P) Priority School, (F) Focus School, (R) Reward School